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ANNUAL REPORT

ON

Public Instruction in Burma

FOR THE YEAR 1930-31 & 1931

& Quinquennial 1927-28

1931-32

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ANNUAL REPORT

ON

Public Instruction in Burma

FOR THE YEAR 1930-31

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RESOLUTION

ON THE

Report on Public Instruction in Burma

For the year 1930-31.

Extract from the Proceedings of the Government of Burma, (Ministry of Education),—
No. 355Q31, dated the 24th December 1931.

READ—

The Report of the Director of Public Instruction, Burma, for the year 1930-31.

RESOLVED THAT—The Report be published.

By order,

H. G. WILKIE,
Secretary to the Government of Burma,
Education Department.

ANNUAL REPORT

ON

Public Instruction in Burma

For the year 1930-31.

CHAPTER I.

PRELIMINARY.

During the year under report the schools of Burma have had their full share of trouble ; they are learning to take it as did that sage philosopher Brer Tarrypin :—

"Law ! Brer Fox, you aint seen no trouble yit ; ef you wanter see sho' nuff trouble, you des oughter go longer me ; I'm de man w'at kin show yer trouble."

"W'at ail you now, Brer Tarrypin ?' sez Brer Fox.

"Tuck a walk de udder day en man come 'long en sot de fiel' a-fier," sez Brer Tarrypin.

"How you git out de fier, Brer Tarrypin ?" sez Brer Fox, sezee.

"Sot en tuck it, Brer Fox," sez Brer Tarrypin, "sot en tuck it."

The trouble opened with the earthquake of May the 5th which destroyed the Government High School, the National High School, the Municipal Vernacular High School, Pegu, and damaged many school buildings at Rangoon and other places. A few days after the earthquake communal riots between Telugu coolies and Burmans broke out in Rangoon and had their repercussions in the districts. In July another serious earthquake occurred in Pyu, demolishing half that town including several schools ; damage was done by another earthquake to the Government school buildings at Letpadan. In November a cyclone swept over Kyaukpyu, destroying the Government school and ten vernacular schools, while another communal riot broke out in Rangoon in December between the Burmese and Chinese. At the end of the latter month the rebellion began in the Tharrawaddy and Insein districts. In addition to all these troubles we had a year of

severe economic depression felt all over the province and, as though this were not enough, we had school strikes in Rangoon and an outbreak of cheating in the public examinations which led to more than a hundred pupils being debarred from public examinations. A Burmese Inspector of Schools states that according to Burmese astrologers we are now in the Evil Cycle, in which it is decreed that there will be much distrust, distress and disease for the space of five years, but, if we may judge from the way our schools have weathered the storms of the past year, this astrological warning need not render us unduly pessimistic.

Our chief trouble has been the natural result of economic depression, namely lack of funds. English and Anglo-Vernacular Schools have had to go without building and equipment grants, except in the few cases where instalments of building grants were due on grants previously sanctioned. Vernacular schools have also been hit hard and, except in the case of Rangoon and a very few wealthy areas, inability to balance the budget has caused local authorities to cut down staffs and throw many teachers out of work. At the end of the year under report there were no fewer than 1,873 qualified teachers unable to find employment. Although the Five Year Plan, by which 250 new schools a year were established, came to an end in 1929-30, the number of recognised schools in 1930-31 unexpectedly increased by 149, the total standing at 7,567 as compared with 7,418 at the end of preceding year. Not only does the total of recognised schools show this increase but the total number of children under instruction, 545,401, shows the considerable increase of 16,476. This increase is shown in the various stages as follows : Lower Primary 4,249, Upper Primary 6,349, Middle stages 4,405 and High Departments 705, Special Schools (mainly Monastic Schools teaching Pali to adults) 1,367. There is however a decrease of 100 in the Collegiate stage.

These figures show that the general depression has not caused parents to refrain from sending their children to school. The demand for admission to English and Anglo-Vernacular Schools was as great as ever, though there is little doubt that an increasing number of pupils paid no fees or reduced fees in aided Anglo-Vernacular and English schools. In the case of Vernacular Schools, the smallness or absence of fees and the probability that economic depression (when the services of little children are not needed in the fields) may tend to swell school numbers, are factors which may explain the increased attendance. The chief cause of this increased attendance of 16,476 in a year where so much happened which might reasonably have been expected to decrease it, is probably the steadily increasing desire for education which may be noticed today all over Burma. It is reflected in the increasing interest taken in education by our Legislative Council and by all local bodies.

Among the more important changes of 1930-31 may be noted :—

(1) The Burma Educational Service, Class I, which is a provincial service constituted for the purpose of gradually replacing the Indian Educational Service in Burma, in the Direction, Inspection and Scholastic Branches, was constituted with effect from the 24th July 1930. The rules for the new service were published on the 7th August 1930. Nine appointments have been made. Six of the persons appointed are Burmans.

(2) One post of Inspectress of Schools in the Burma Educational Service, Class I, was filled in August 1930 and allotted to Upper Burma.

(3) Postponement of the English School Examinations from December to March. This change enables the High School Examinations of English and Anglo-Vernacular Schools to be held simultaneously and lessens the undesirably long period which formerly existed between the English School Examinations of December and the opening of the University year in June. Some dissatisfaction at this change was shown by the superintendents of Hill Schools who did not want to give up their long vacation at Christmas, but a compromise has been effected whereby such schools may have a vacation of five weeks in December and January and two short vacations in April and October.

(4) Abolition of a rule under which pupils could be kept back from appearing at public examinations. Heads of English and Anglo-Vernacular Schools are now required to allow all pupils who have the necessary attendances to appear for these examinations. Hitherto some Heads of Schools had been in the habit of keeping back unlikely candidates so that their percentage of passes might be higher, but this is no longer permitted.

(5) An addition to the Conscience Clause by which it is now laid down that all schools which require the attendance of non-Christian pupils at Christian religious instruction or worship must obtain the consent of their parents or must make it known to all parents and pupils that exemption can be obtained if parents desire it. (See Chapter X.)

(6) Publication of rules regarding the engagement of teachers in Aided Anglo-Vernacular and English schools. The need for such rules has long been felt, and it is hoped that the instructions regarding payment of salaries, increments, vacation pay, termination of appointment, absence from duty and dismissal will be of considerable assistance to Heads of Schools and members of their staffs.

(7) Approval by Government of a proposal to open a Vernacular Tenth Standard. The necessary textbooks were completed in the year under report and the new standard was opened in a few schools in June 1931.

(8) Publication of a report on the teaching of Burmese and Pali. During 1929-30 the services of U Lu Pe Win, a University teacher, had been lent to the Education Department to inspect and advise on the teaching of Burmese and Pali in Anglo-Vernacular Schools. His report was published in the following year and should be of the greatest use in improving methods of teaching these languages in schools. A Burmese translation has recently been published.

(9) Transfer of Normal Training, other than Vernacular and Kindergarten, from the Education Department to the University. This transfer, which will secure better trained teachers for English and Anglo-Vernacular Schools, was effected at the close of the year under report. The Education Department is now only directly concerned with the training of Anglo-Vernacular Kindergarten teachers and Vernacular teachers.

(10) A modification of the scheme for medical inspection was effected to suit certain aided schools which employed qualified nurses living on the premises. Such schools will draw a smaller grant and their Medical Officers will not be required to conduct so many inspections. In the year under report orders were passed whereby medical inspection was made a condition of aid and recognition, but towards the end of the year, owing to the impossibility of providing increased maintenance grants in the coming year, these orders were withdrawn. The present position is that, while schools which have already accepted the scheme must continue it, those schools which have not yet accepted it will be exempted until such time as the full maintenance grants earned can be paid.

(11) Proposals to increase the pay of English teachers in Vernacular schools from Rs. 60 to Rs. 80 to Rs. 80 to Rs. 100 were approved by the Education Advisory Board but fell through for lack of funds. Reports indicate however that a better type of teacher is coming forward and there is no doubt that the scheme is a popular one. The present anomaly by which these teachers are financed and appointed directly by the Education Department tends to make them feel that they belong to a separate and superior Service, with the result that the Heads of Vernacular Schools find them difficult to handle. It is hoped that this anomaly will shortly be removed and that these teachers will be placed entirely under the local authorities.

Relations between Local Education Authorities and Inspecting Officers have generally been excellent, but much trouble has arisen because the former were unable to balance their budgets. On the one side we see too often the Inspector of Schools pointing out the need for disregistering inefficient schools and on the other we see the Local Authority, for sentimental or political reasons, stubbornly ignoring the advice. The difficulties of Local Education Authorities today would be less

acute, had it been realized at the start that a permanent settlement in the case of Vernacular education is much the same as limiting the diet of a growing child to that of a newborn baby. As things are at present local authorities barely meet salaries ; grants for buildings, equipment, manual training, and games appear in the Vernacular Educational Rules but are very seldom provided. The trouble would have been less acute if the minimum scale of salaries prescribed for vernacular teachers, had been less generous. Proposals to reduce it were being considered towards the end of the year under report.

CHAPTER II.

ADMINISTRATION AND CONTROL.

Direction and Inspection.—Mr. J. P. Bulkeley officiated as Director of Public Instruction throughout the year 1930-31. Mr. J. M. Symns on return from leave in May 1930 took over the post of Assistant Director of Public Instruction from Mr. P. B. Quinlan. There were, as in the preceding year, nine Inspectors of Schools ; seven Assistant Inspectors of Schools ; two temporary Assistant Inspectors of School Physical Training ; ninety-eight Deputy Inspectors ; six Deputy Inspectresses ; two Deputy Inspectors for Manual Training and Drawing : and seven leave reserve posts (Deputy Inspectors of Schools). The following cadres show a change :—Nine additional Deputy Inspectors were appointed. This was rendered possible by the abolition of eighteen posts of Sub-Inspectors of Schools, on the retirement of incumbents ; the cadre has survived its utility and is to be allowed to disappear. The number of officers in the Indian Educational Service fell from twenty-five to twenty-three owing to the retirement of Messrs. Taylor and Munro, the number of posts in the Burma Educational Service remained as before. During the year under report the rules for the new Burma Educational Service, Class I, were at last published. During the year the Meiktila District was divided into two Sub-divisions, each in the charge of a Deputy Inspector, and the Moulmein Town Circle was abolished to facilitate the creation of a new Deputy Inspectorship of Mon Schools.

The Inspectors of the Pegu, Tenasserim and Irrawaddy Circles are much overburdened with work and proposals to create a new educational Circle at Prome were approved, but the financial position prevented the post being filled.

In the report for 1929-30 anxiety was expressed at the large increase in the number of departmental enquiries and it is satisfactory to report that only one such enquiry was held in the year 1930-31.

Local Education Authorities.—Vernacular Schools which comprise three-fourths of the Provincial total are controlled by fifty-eight Municipal Committees, fifteen Town Committees, twenty-eight District School Boards and twenty-two Deputy Commissioners in charge of "excluded areas." Seventy-seven per cent. of the vernacular schools are controlled by District Boards which have in their charge 4,700 schools; eleven per cent., or 672 schools, are controlled by Municipal or Town Committees; while twelve per cent., or 764 schools, belong to the "excluded areas" of which Deputy Commissioners are the Local Education Authorities.

Reports on the working of Local Education Authorities in Burma leave the reader with mixed impressions. He reads of "cordial relations" between members of School Boards and Departmental Officers, of educational sub-committees which gave no notice of their meetings or (as in the case of Zigon, Nattalin and Thingangyun) held no meetings at all in the year because 'there were no important educational matters to discuss'! He reads of District Boards, like those of Amherst and Thatôn, and of Municipal School Committees, like that of Moulmein, which are 'most reasonable'; and again of Boards like the District School Board at Toungoo which 'shows a marked tendency to ignore the advice of inspecting officers.' He reads of authorities which have "gradually learned to perform their duties and realize their responsibilities," and then he reads of actual financial chaos in Yamèthin and impending financial chaos in Myingyan and Henzada Districts. He reads how the Maubin Municipal Committee disregistered most of its vernacular schools, thereby ignoring the advice of the Commissioner. He reads of a District School Board at Sagaing which 'is very sensible and always makes sound decisions' and then he turns to Pakokku where 'the presence of school-managers on the Board renders retrenchment proposals difficult.'

The general financial depression has forced most local education authorities into a very difficult position. Had the members of these Boards had long experience in such work, they would have found their task very difficult, but they are, for the most part, men to whom this responsibility is new. Inexperience, while it will not excuse, may possibly explain frenzied budgetting, disregard of expert advice, and occasional favouritism and oppression. In Rangoon the state of affairs is very different, funds are here sufficient and all the members of the School Board are men of experience. During the year under report an ex-state scholar who graduated in a Western University was appointed Education Officer of the Rangoon Education Board. This year saw the completion at a total cost of Rs. 1,74,100 of two excellent buildings which now house the Municipal Schools of Kemmendine and East Rangoon. The general policy of the Board is to convert into Board Schools all vernacular schools found to be working under unsatisfactory

conditions and three more such schools were municipalized in the year under report. At present our mofussil Municipalities and District Boards have not at their disposal the funds and experience which are doing so much to raise the standard of vernacular education in Rangoon, but, with the spread of education and the improvement of economic conditions, there is good reason to believe that the future will see far less disparity between the capital and the districts than exists today.

The Legislative Council of the Province showed increasing interest in educational problems. Each year sees more questions on educational subjects, and during the year under report there were instructive debates on technical education, the conscience clause, school leaving examinations, the training of teachers and grants to Local Bodies. Perhaps the most interesting debate was that on a proposal to teach civil engineering through the medium of Burmese.

CHAPTER III.

University and Collegiate Education.

Attendance at the Colleges decreased by 100, the total for 1930-31 being 1,592. University College claimed 1,111 students, Judson College 266, the Intermediate College, Mandalay 101, the Rangoon Medical College 72 and the Mandalay Agricultural College 42. The numbers at University College showed a decrease of 166, and those at Judson College a decrease of twelve, and the numbers at the other colleges showed a slight increase. In University College, 29 were part time students in the Law classes, 590 in the Intermediate classes, 171 in the B.A. classes, 125 ordinary B.Sc., 27 B.Sc. (forestry), 69 B.Sc. (engineering), 29 were reading for the Diploma of Education, 65 were whole time law students, 2 were in the M.A. and M.Sc. classes and 4 were reading for their first M.B. and B.S.

In Judson College 153 were in the Intermediate classes, 110 were reading for the B.A. or B.Sc. and three for the M.A. Examinations in Arts and Science. Three candidates took the M.A. examination and all passed, one took the M.Sc. and passed. One hundred and forty-two took the B.A. examination and 73 passed, while out of 92 candidates 52 took the B.Sc. For the first time in the history of the University the percentage of passes in Science is higher than in Arts. In the Intermediate examinations 215 out of 514 passed, and the percentage of passes rose from 38 per cent to 42 per cent. From the Diploma of Education Class 30 out of 39 passed.

University College.—The Principal's report for 1930-31 is full of interest. The decrease in the numbers of students was caused by

withdrawals during the year due in the main to inability to pay fees. On the decreased percentage of passes in pass examinations for the B.A. and B.Sc. he writes :—"I cannot adequately account for the decreased percentage of passes in these examinations, no single subject was responsible for the decrease ; work generally appears to have been slightly worse. So many candidates gain marks very close to the minimum in each paper that the very slightest increase of difficulty in papers set or the slightest unconscious enhancement of the standard of marking greatly increases the percentage of failures. Examiners however remarked on the general inferiority of the work done. A large number of students who passed in two subjects failed so badly in the third that no moderation of results could help them."

At the end of the year the Education Department of University College ceased to exist and its work was taken over by the new University Training College.

"In the latter half of the year," writes the Principal, "political unrest ran high ; absorption in political matters has undoubtedly resulted in neglect of work and this is not without its bearing, I think, on the disappointing results in the degree examination." To make the policy of the College in the matter of students' participation in political and religious controversy clear and definite, the Governing Body passed the following resolutions :—

(1) Debates on political themes are permissible provided that they are conducted according to the ordinary rules of debate.

(2) Meetings to pass resolutions in favour of or against the Government or Government policy are not permissible.

(3) Debates on religious themes and meetings to pass resolutions on religious questions are not permissible.

Health and discipline were satisfactory throughout the year, though it is remarked that some students have the unhygienic habit of 'sealing up their rooms' when they retire for the night.

Football and tennis are the most popular games, but cricket attracted more students than in past years.

Judson College.—The report of this College states that science students were handicapped because full use of the College laboratories was not possible in 1931, till the middle of the rains. This may explain poor results in the B.Sc. examination where only 4 out of 14 passed. Results in the B.A. examination were better and here 22 out of 45 passed, a percentage of approximately 50 per cent which is higher than that at University College. In the Intermediate Examination 38 out of 82 passed.

The various student's societies continued to do useful work.

As at University College, tennis and football are the most popular games, and it is reported that women students are showing marked improvement at tennis.

Intermediate College, Mandalay.—Fifty-six students sat for the Intermediate examination and 29 passed, the best result in the history of this college. The Junior year has also done well and is regarded as a promising class. The Debating Society disappeared during the year under report, the students not being sufficiently interested to appoint officers. Some other social activities were discontinued, but the report does not say what they were. A Rover crew of Boy Scouts was started and proved successful. Health and discipline were satisfactory, but the College football team was prevented from doing itself justice owing to the lack of a ground. Tennis is popular. The College is handicapped because its status is still uncertain, and by want of suitable accommodation and playing fields, but it is nevertheless doing excellent work. The reports of the University Professors from Rangoon who inspected the teaching of their subjects at this College was very favourable.

Medical College.—Health and discipline were good. In the various University medical examinations 113 students from this College appeared and 99 passed. Nine stipends entitling the holders to free tuition, board, text-books and examination fees were awarded to M. B. B.S. undergraduates during the year in place of the five scholarships and five stipends formerly given. Four stipends were discontinued for repeated failure in examinations.

Agricultural College, Mandalay.—The year began and ended with 42 agricultural students in residence. One final year student was awarded a first class diploma, seven obtained second class diplomas and one student failed. Seven second year students were promoted with stipends, promotion without stipend was offered to one candidate, and two students will repeat the second year course at their own expense. Eleven first-year students have been promoted with stipends, and eight without, while four will not return to the College. Health has not been altogether satisfactory ; two students had to be sent to hospital with malaria, while some members of the research staff contracted enteric fever. Discipline was good ; football was popular and both the literary and debating societies did excellent work.

CHAPTER IV.

SECONDARY EDUCATION.

Secondary schools are those which teach above Standard IV and are of three types :—Vernacular, Anglo-Vernacular and English. Nearly every Secondary school possesses a Primary Department. All English schools and practically all Anglo-Vernacular schools are

Secondary schools, but the large majority of Vernacular schools are Primary. The following are the percentages of attendance in High, Middle and Primary Departments of Secondary Boys' schools :— *Vernacular Schools*—High Department 1 per cent., Middle Department 17 per cent., Upper Primary Department 19 per cent., Lower Primary Department 63 per cent. *English Schools*—High Department 11 per cent., Middle Department 33 per cent., Upper Primary 22 per cent. Lower Primary 34 per cent. *Anglo-Vernacular Schools*—High Department 13 per cent., Middle Department 39 per cent., Upper Primary Department 25 per cent., Lower Primary Department 23 per cent.

In the year under report the number of recognized Secondary Vernacular Schools rose from 1,178 to 1,191 and pupils in attendance from 144,853 to 152,254, but although these figures may appear satisfactory for a year of rebellion and of distress (economic, seismic and cyclonic) it must be remembered that 82 per cent. of the above pupils were in the Primary Departments of these schools.

Under the existing rules there is every inducement to a Vernacular Primary School manager to scrape together a few pupils who have passed Standard IV and open a fifth Standard, for, if he can do this, he becomes a Secondary School manager and his charge allowance automatically increases. On account of this tendency Local Education Authorities were advised to refuse recognition to any Middle Department which did not contain at least ten pupils in standards above Standard IV. Many Local Education Authorities would find it easier to balance their budgets if they followed this advice. The number of pupils attending Vernacular High Department rose from 1,133 to 1,453, and there is good reason to believe that this increase will be maintained in years to come. Hitherto the High Department of Vernacular Schools has been merely an approach to the teaching profession, but, now that Standard X has been opened and pupils who pass this examination are to be allowed to take the Anglo-Vernacular High School Examination in English only in order to gain all the privileges conferred by a pass by the latter examination, the Vernacular High School course will probably become increasingly popular. Provided that the student can get a satisfactory training in English (this is quite possible today in most of the towns and will be possible in the years to come in the larger villages) there is no reason why an intelligent Vernacular High School student should not obtain the Anglo-Vernacular High School certificate. When this opportunity is generally understood, it may affect the numbers in our Anglo-Vernacular High Schools, but in view of the present congestion there and the fact that expansion of Anglo-Vernacular education will be impossible for many years, such a diversion from the Anglo-Vernacular to the Vernacular school would be no bad thing. Such a change necessitates the

appointment of thoroughly efficient teachers in our Vernacular High Schools, and Government has already recognized this by appointing graduate Headmasters to Government Vernacular Normal Schools ; this, it is hoped, will soon be followed by the appointment of more graduate masters to vernacular high departments.

Vernacular Examination results.—The Vernacular IXth Standard Examination was for the last time the final examination of the High School course. The results were unusually poor ; the percentage of passes dropped from 39 to 22, a decrease said to be due to the difficulty of the mathematical papers. The Vernacular Middle School examinations on the other hand showed some improvement and the percentage rose here from 42 per cent to 44 per cent. The new Xth Standard examination will be held for the first time at the end of the year 1931-32 simultaneously with the Anglo-Vernacular High School examination and it is hoped that in time most of the papers will be the same for the two examinations, but for this it will be necessary to obtain better qualified teachers for the Vernacular High Schools.

English Secondary Schools are dealt with in Chapter VIII. It will be convenient here for reference and comparison to quote the results of the English High and Middle School examinations. The figures for these examinations are by no means good, and, as a reference to Chapter VI (Education of girls) will show, the results for the two English School examinations reflect very discreditably on the boys. Owing to their failure the pass percentage for the High School Examination dropped from 59 per cent. to 55 per cent. and the pass percentage for the English Middle School examination remained at 49 per cent. It is regrettable that the boys in our English High and Middle schools do so badly in examinations in which their sisters do exceptionally well. It is true that the percentage of non-Europeans to Europeans is rapidly increasing, but the non-European element is increasing in both girls' and boys' schools, and the fact that non-Europeans do well in both English school examinations suggests that the reason does not lie here.

If ever an effort was demanded from the young Anglo-Indian, it is demanded now ; the figures suggest that he has not yet begun to realize the seriousness of his position. Poor staffs may have something to do with these wretched results, but the chief fault must lie in the boys themselves, for in certain English Boys' schools where strong staffs are employed, the results are equally poor. Wholesale cheating at one centre caused many failures, but this will not entirely explain the poor results which were seen at most centres. Today the Anglo-Indian boy is up against the severest competition ; he has got to realize that, unless he can put his back into his school work, as his sister is certainly doing, he is bound to go under.

The following figures will show how the leading English Boys' schools brought down the percentage of passes :—

Percentage of passes in all English schools. English High School, 55 per cent. English Middle School, 49 per cent.

Percentage in Girls' Schools. English High School, 76 per cent. English Middle School, 94 per cent.

Percentage in five leading English boys schools in Rangoon, Maymyo, Mandalay and Moulmein. English High School 37·4, English Middle School 31·4.

Anglo-Vernacular Secondary Boys' Schools.—There were thirty Government High Schools with an attendance of 10,786 ; 64 aided High Schools with an attendance of 22,780 ; the figures for the High Schools show an increase of 661 pupils. There were 16 Government Middle Schools with an attendance of 2,566, and 99 Aided Middle schools with an attendauce of 15,065 ; the figures for these Middle schools show a decrease of 217 in attendance.

The examination results here are more satisfactory than in recent years, the High School percentage of passes rose from 28 per cent to 38 per cent, and that of the Middle school from 35 per cent to 44 per cent.

Improved results in the High School Examination may reasonably be explained by some real improvement in teaching. The Schools have certainly benefitted in recent years by appointments of a better type of senior master, by more effective inspection and advice from departmental officers, from the work of the University College Education Department, and from the Teachers Vacation Courses provided by the University. Each year we are getting a steady supply of teachers with the Diploma of the Rangoon University and a much larger proportion of Burmans. While the Education Department readily acknowledges the debt which it owes to the Indian graduate who has done and is still doing useful service in Anglo-Burmese Schools, the fact remains that the Burman graduate (who until recently was unprocurable) is of more use in our High Schools, knowing, as he does, the language of his pupils and being as a rule more ready to enter into all school activities.

The improvement in the Middle School results is more difficult to explain ; it is probably due to better teaching, but there may be another cause. There is no doubt that some boys and girls do themselves more justice in public examinations than their school record would suggest ; hitherto some pupils of this class have not been allowed to enter for this examination which was reserved for those candidates who had justified themselves in the school test examinations. In the year under report orders were issued by which all pupils who had kept the

requisite attendances were allowed to sit for the examination, and the result was that the number of entries rose from 7,383 to 8,673. It is possible that these orders also increased the percentage of passes.

School Accommodation.—As has been pointed out in the preliminary chapter, lack of funds has prevented local authorities from spending money on school buildings, but an exception must be made in the case of Rangoon where two very fine vernacular school buildings were completed in Kemendine and East Rangoon. No new building grants or equipment grants were paid to English and Anglo-Vernacular Schools, but Government continued to pay old building grants on which instalments were still payable. This enabled the Church of England Diocesan Girls' School and the Myoma National Boys' High School to complete commodious modern buildings in Rangoon.

Government school buildings have suffered acutely from the financial depression. Those at Henzada, Yenangyaung and Magwe sadly need replacing, and nearly all Government schools are in urgent need of additional accommodation. Among aided schools which are in sore need of grants to improve their buildings are the American Baptist Mission Schools in Rangoon (Lanmadaw) and Tavoy and the American Baptist Mission Girls' School at Henzada. No equipment grants have been paid for two years and the general condition of school equipment is in consequence rapidly deteriorating, for in a tropical country equipment requires frequent renewals ; a new form of equipment grant was sanctioned in the year under report and it is hoped that it will be payable in 1931-32. A school may claim 3 per cent of its maintenance grant as equipment grant in any year ; and the claim may be increased to 6 per cent or 9 per cent in the case of schools which have not made a claim for two or three years.

CHAPTER V.

Primary Education.

The number of pupils attending the Primary Departments of Anglo-Vernacular Secondary Schools was 30,296 which shows a decrease of 1,231 on the figures of the previous year. This decrease, which will be more apparent in the coming years, is partly due to the institution of 120 Bridge scholarships tenable in Anglo-Vernacular schools and awarded annually on the results of the Vernacular Fourth Standard Examination and partly to economic depression. The vernacular primary school is gradually becoming the preparatory school for the Anglo-Vernacular school and it is probable that in time the majority of Anglo-Vernacular schools will find it unnecessary to maintain Lower Primary Departments. Government schools are giving a lead in this

direction and it is likely that many aided schools will follow suit. The fact that this preparatory work can be done just as well if not better in the Vernacular school may be shown by an experiment at Yawnghwe where the first batch of pupils who had passed the Vernacular Standard IV and completed a four years' course in the Anglo-Vernacular School, took their Anglo-Vernacular Seventh Standard examination in the year under report. Out of fifteen candidates twelve passed this examination, a far better percentage than was obtained by candidates in Burma who had received instruction for the full seven years of the Anglo-Vernacular course. Deputy Inspectors of Schools are now liaison officers between the Anglo-Vernacular Head Master and the Vernacular School manager and it is hoped that this connection will assist in making the Vernacular Fourth Standard examination a fitting entrance examination to the Anglo-Vernacular School, and in making the Vernacular primary school course a satisfactory preparation for the Anglo-Vernacular Middle School. If the Vernacular pupil who has passed Standard IV receives intensive English training when he joins the Anglo-Vernacular primary School he should be able to pass the Anglo-Vernacular Seventh Standard Examination after four years.

The number of Vernacular Upper Primary schools was 4,529 and of Lower Primary schools 451 ; the former figure shows an increase of 202 and the latter a decrease of 188, which means that there was practically no increase in the total number of Primary Vernacular Schools, but that a quarter of the Lower Primary Schools opened a third standard and so became Upper Primary Schools. The fact that the total does not increase is solely due to lack of funds, it does not show any decrease in the demand for education ; on the contrary, the figures for attendance make it quite clear that neither rebellion nor depression is keeping children out of school. The numbers in Standard IV and III have gone up from 67,583 to 74,260, and in Standard II to Infants from 347,323 to 352,009, a total increase of 11,363 Primary School children.

As has been emphasized in many reports the so-called ' literacy ' of the Burmese peasant is a misleading term ; it is doubtful if anyone deserves the title of ' literate ' unless he or she has passed, or is capable of passing, the Fourth Standard, and judged by this test Burma today is very far from being ' literate '. The percentage of children in the Lower Primary department decreases from 69·8 to 68·4 per cent. which is a small move in the right direction but still far from satisfactory. The percentage of children in the Infant standard to the total number of pupils in Vernacular Schools rose from 36 per cent. to 41 per cent. We cannot however congratulate ourselves on this increase; it is partly the result of one of the Vernacular Educational Rules which lays down that a Vernacular Primary School manager may draw a special extra monthly salary of Rs. 5, if he can show a minimum average

daily attendance of 50 pupils, and a special salary of Rs. 2 if he can show an average daily attendance of over 20 but under 50 pupils. With infants lying about all over the village and with parents glad to be rid of them for a while, the school manager naturally turns his school into a crêche and draws a special salary for so doing. Steps are now being taken to prevent this abuse and to limit admission into the Infants standard to children who are old enough to benefit by education. But although this 'special' salary partly explains the increased attendance in the Primary School, it does not entirely explain it. There is no doubt that facilities for learning English in Vernacular Schools have made them more popular; it is true that the instruction in English for the most part is poor, for, until funds are available to obtain properly qualified teachers, it is not possible to ensure satisfactory English teaching, but to the village parent any English is better than none, and the inclusion of this subject in the Middle and Upper Primary curricula is doing something to stop the pitiful wastage which takes place at the second standard. In the year under report there were in Vernacular Schools 151 English teachers whose salaries were met by Government and whose appointments were approved by the Director of Public Instruction. In addition to these there were 31 whose salaries were met by Local Education Authorities and seven whose salaries were met from other sources (*e.g.* the Burma Oil Company which provides two English teachers for its Vernacular Schools in Yenangyaung, Beme, Myenekin and Twingon). Almost half of the total number of English teachers were working in the Pegu and Irrawaddy Circles. If the system of teaching English in Vernacular Schools is to justify itself, better paid teachers of English are essential. The present scheme may for the moment satisfy the village parent, it will satisfy nobody else.

Although the rebellion started towards the close of the year under report, there was acute economic depression throughout the twelve months, but it is an ill wind that blows nobody any good and it may well be that lack of field-work did something to improve the percentage of attendance in the Upper Primary School. It is too early as yet to say what effect the rebellion has had on vernacular education, but if we may judge from what happened in its early days we may perhaps predict that at all events it will have shown of what good stuff our teachers are made. The Inspector of Schools (Pegu Circle) reports:—

"The two teachers at Shankayinzu, a village at the foot of the hills, hid themselves by night and bravely carried on with their work with a small number of pupils by day. The headman of Yele (Letpadan East) was murdered by rebels, but the teacher did not close his school, though he had to hide himself at night." To show how

little the rebellion affected vernacular education, the figures of three of the Districts which suffered most from this rebellion may be cited :—

	Aided Schools.	Attendance.
1929-30.		
Tharrawaddy	277	28,480
Insein	183	14,086
Prome	213	17,402
Total ...	673	59,968
1930-31.		
Tharrawaddy	285	28,402
Insein	188	14,926
Prome	212	18,006
Total ...	685	61,334

CHAPTER VI.

Education of Girls.

The number of girls under instruction in all classes of Public Institutions increased by 8,712 and reached the total of 2,13,438 ; about three quarters of this increase was in the Primary standards. Wastage in the lower primary department of vernacular schools is still a distressing feature, but the percentage of girls in the lower primary classes to the total under instruction fell from 81 per cent. to 79 per cent, which is a step in the right direction. All races show an increase. Colleges show a decrease of eight girls students, but all other stages show an increase :—

High Departments show an increase of 83 ; Middle Departments 1,109 ; Upper Primary Departments 3,030 ; and Lower Primary, 4,405.

When we pass to Anglo-Vernacular and English School examinations, we find satisfactory results. In the Anglo-Vernacular High School Examination the percentage of girls who pass rises from 29 per cent. to 43 per cent ; in the English High School Examination the percentage rises from 67 per cent. to 76 per cent. (the Diocesan Girls' High School, Rangoon, secured the distinction of passing all its candidates.) In the Anglo-Vernacular Middle School Examination the percentage rose from 35 per cent. to 48 per cent. and in the English Middle School Examination the percentage rose from 58 to 94. If we compare these pass percentages with those gained by boys and girls in these examinations,

we shall see how much better the girls have done than the boys. In the English High School examination (boys and girls) the pass percentage dropped from 59 to 55 per cent.; in the Anglo-Vernacular High School Examination the pass percentage rose from 28 per cent. to 38 per cent. In the English Middle School Examination the percentage remained the same (49 per cent.) while in the Anglo-Vernacular Middle School Examination the percentage rose from 35 per cent. to 44 per cent.

That hardy annual, the relative capacity for education of boys and girls, which involves consideration of the need for different curricula, frequently finds a place in this annual report. In Burma we have practically the same curriculum for the two sexes and each year it is becoming more and more clear that it suits our girls and gives them an opportunity of proving that they can more than hold their own with their brothers.

When we turn to the vernacular examinations it is a very different story, for here, though the number of candidates increased from 185 to 212 in the Vernacular IXth Standard Examination, and from 1,862 to 1,955 in the Vernacular Middle School Examination, we have to record a regrettable fall in the pass percentage of girls from 42 per cent. to 26 per cent. in the High School and from 45 per cent. to 39 per cent. in the Middle School. We have already shown in Chapter IV that while the pass percentage for boys and girls in the Vernacular IXth Standard Examination dropped from 39 per cent. to 22 per cent., it rose in the Vernacular Middle School Examination from 42 per cent. to 44 per cent. Had it not been for these girl candidates, the pass percentage in these Vernacular examinations would not have been bad. It was the girl who saved the situation in our English and Anglo-Vernacular School Examinations, and who lost it in the Vernacular Examinations.

The reason is probably the teacher ; in English and Anglo-Vernacular Schools trained women teachers are available, but, in the case of the Vernacular School there is a dearth of women teachers qualified to teach in Middle and High Departments. Until we can obtain more qualified women to teach in Vernacular Middle and High Departments, we are not likely to persuade many girls to go beyond the primary course or to do themselves justice in the Vernacular Secondary School Examinations.

The appointment of a second Inspectress of Schools at Mandalay will encourage female education in Upper Burma ; when funds permit some addition will be necessary to the cadre of Deputy Inspectresses. One of their chief duties, at present, is to persuade parents to keep their children longer at school. The percentage of girls in Lower Primary

Departments to the total attendance in Vernacular Schools, was 35·79 in the year 1928-29, and 36·2 in the year 1929-30, and 35·74 in the year under report. Until we get better figures than this, it cannot be said that Deputy Inspectresses have made much headway in converting parents to the need for female education in Burma.

Caste and purdah are not here the obstacles that they are in other provinces, but, where they occur, an effort is being made to combat them as may be seen in the following reports :—

" Mrs. Tyabji's Urdu Girls' School sent up for the first time five girls for the Vernacular Middle School Examination and two passed. The school manager is handicapped by the fact that qualified Urdu women teachers for the Upper Primary and Middle standards are not available, but thanks to her efforts and the support that she obtains from the Department this great obstacle to the progress of Mahomedan girls' education will be removed in a year or two. She has also succeeded to a certain extent in relaxing the severity of the purdah system which is such a hindrance to progress."

An extract from the report on the Sarada Sadan School, Rangoon, may also be quoted :—" This school is unique in the kind of education that it provides for women and girls who would otherwise stay at home and get no education at all. Starting as a school to provide a practical education in needlework for elder women and young girls, it has developed into school for children of all ages. Though the education is primarily technical, pupils are taught English and each race is given a general education in its own vernacular. Since this school has been able to secure the services of a qualified teacher of drill, there has been a marked improvement in the physique and in the mental alertness of pupils."

Female education in Burma has suffered two severe losses in the death of Mr. Seagrave of the A.B.M. Karen Mission and Miss Laughlin, K-I.-H., Superintendent of the Church of England Girls' High School in Canal Street. The former was for many years the Superintendent of the Pegu Karen Mixed High School, Ahlone, where many boys and girls in the past have benefitted by the example of kindliness and sterling work which his life afforded. Miss Laughlin was one of the pioneers of female education in Burma ; not only was she the efficient superintendent of a successful girls' high school, but she was invaluable to the Education Department as a member of committees and as Inspectress of singing and needlework. Thirty years of her life were devoted to St. Mary's High School, Rangoon, which she succeeded in raising from a humble origin to its present proud position. This school is her memorial and her epitaph might well be " Here is a woman whose talent it was to serve."

CHAPTER VII.

VOCATIONAL EDUCATION.

(a) Training of Teachers.

At the end of the year the training of teachers other than Kindergarten for English and Anglo-Vernacular Schools passed from the Education Department to the University of Rangoon. As though to emphasize the need for a better system of training, 1930-31 showed disappointing examination results. In the Anglo-Vernacular teachers' Certificate Examination the percentage of passes dropped from 39 per cent. to 36 per cent. while the Kindergarten Examination showed a fall from 72 per cent. to 48 per cent. Even worse results were seen in the Vernacular Teachers' Certificate Examination where the pass percentage dropped from 55 per cent. to 24 per cent. Vacation courses for English and Anglo-Vernacular teachers were held by Rangoon University in October 1930 ; they were very popular and the total attendance (176) could easily have been extended, had there been room for more ; these courses are doing very useful work and it is to be regretted that owing to lack of funds they will not be held in 1931-32.

Vacation Classes were held at five centres for vernacular teachers and were successful in Rangoon, Mandalay and Akyab, but did not meet with the same success at Moulmein and Toungoo.

In Anglo-Vernacular Normal Schools there were 80 men and 75 women preparing for the Anglo-Vernacular Teachers Certificate and 167 women preparing for the Kindergarten Certificate. In the Vernacular Normal Schools there were 575 men and 220 women taking the Teachers Certificate course. Elementary Training Classes (which train teachers for Primary Vernacular Schools) were 78 in number ; in the previous year the total had been 93 and since the year under report the number has been further reduced owing to the unemployment of certificated teachers. In normal times all these training classes would have been necessary, but lack of funds has prevented the opening of new schools, necessitated the amalgamation of schools and reduction of staffs, and has consequently rendered the training of many more vernacular teachers undesirable for the present. Proposals for opening a Tenth Vernacular School Standard were approved and the necessary text-books were prepared. The change will affect normal training as follows :—In the past stipends were tenable in Vernacular Standard VIII and IX and in the professional classes which followed the latter standard. Now that a tenth standard has been instituted, professional training will be provided for those who pass Standard IX and for those who pass Standard X. Stipends will be payable only in Standard X and the Professional Training Class. Students who pass Standard X and the Professional

Examination will be given the Vernacular High School Certificate, those who pass Standard IX and the Professional Examination will obtain the Vernacular School Teachers' Certificate which will entitle them to teach in Middle Schools. In the classes for professional training most of the theoretical work will be the same for the two classes of students, but the practical work will differ.

The whole question of vernacular normal training will require careful consideration when funds are available for improvement. There are two schools of thought ; one believes that all our vernacular training schools should be combined at one centre for economy and efficiency (Thayetmyo has been suggested) ; the other urges that training closely connected with village life with a bias towards agriculture and social service can be given best at a number of different centres. Economy is the watch word of the former school, oecology that of the other. It is an important question which cannot be dealt with hurriedly, and meanwhile the progress of Mr. Appleton's scheme for training Village Teachers at Chaungwa in the Myaungmya District may help towards a decision. His scheme has been devised with a view to developing rural education and village life ; it embraces a wider field than the ordinary village school or the ordinary elementary training class, and has two main aims :—(*a*) to train the village teacher to recognise and fulfil his vocation as a leader in village life ; (*b*) to train the village child so that when he leaves school he may take his place as an intelligent member of the village community. Agriculture, poultry-farming, horticulture, carpentry and weaving play a prominent part in the curriculum.

(*b*) Professional Training in the University.

(1) *Training of Teachers.*—The new Teachers Training College, a constituent College of the University, opened at the end of the year under report. Courses will be provided for the Degree of Bachelor of Education and for the University's Trained Teachers' Certificate. Graduates are eligible for admission to the courses for the Degree of Bachelor of Education, and matriculates of the University for the Trained Teachers' Certificate. The new buildings, which were erected at a total cost of Rs. 16,58,711, occupy the southern portion of the University estate and are possibly the most attractive of all the buildings on that estate. At present only certain standards of the practising schools are opened. When all classes are open, the high standard of teaching and the schools' proximity to the Prome road bus-route should ensure a good attendance.

(2) *Engineering.*—The regulations have been revised to bring them into line with current practice. Provision is made for three examinations instead of two. The Institution of Engineers (India) has been addressed

again in regard to recognition by the Institution of the B.Sc. degree in Engineering of the University ; the result is not yet known. Twenty-two candidates appeared for the B.Sc. examination in Engineering and nine passed.

(3) *Medical Education.*—By a series of statutes approved by Government the Medical Department of University College has become a Constituent College of the University. The General Medical Council was again approached in the matter of recognition of the M.B. and B.S. degrees as registrable qualifications, but the Committee of the Council informed the University that it is not at present expedient or just to accede to its request.

(4) *Forestry.*—This Department of University College shows a slight increase from 22 to 27. At the last Convocation four candidates (one Karen, two Burmans and one Anglo-Indian) received Degrees of Bachelor of Science (Forestry).

(c) Other Professional and Technical education.

Government Technical Institute, Insein.—There were two enrolments in May and November at which 43 Burmans, 6 Anglo-Indians and 22 Indians were admitted. The results of examinations were as follows :— Civil Engineering Diploma Course :—47 entered and 43 passed. Mechanical Engineering Diploma Course.—20 entered and 18 passed. Mechanical Engineering Associateship Course :—7 entered and 4 passed. The Institute was particularly successful in the City and Guilds of London Institute Examinations and one Civil Engineering student, Mr. Gurbachan Singh, had the distinction of winning the first prize and bronze medal in Structural Engineering. The officiating Principal reports a regrettable decline in the employment of passed students. The evening classes in Rangoon continue to be popular and the numbers rose to 247, from 215 in the previous year. Too many students were unpunctual and irregular in attendance.

Government Survey Schools.—These decreased from 5 to 3, because the schools at Minbu and Moulmein were closed. Of the 121 boys admitted 98 completed the course. The educational qualifications of entrants continue to improve and the percentage of those holding seventh and higher standard qualifications is now 98 per cent. Of the 98 boys who took the examination all except three from Kyaukse passed the May examination. Sixty-nine candidates from the Government survey schools passed the final examination held in June 1931. Of those who passed in the preceding year 42 joined the Land Records Department, seven the Special Survey Party and one the Forest Department. Conduct generally has been satisfactory.

Agricultural and Medical Colleges.

See Chapter III, University and Collegiate Education.

De La Salle Institute, Twante.—The agricultural and technical departments were closed for economy in December. Owing to the low price of rubber this useful institution is in serious financial difficulties, and its future is uncertain.

Saunders Weaving Institute, Amarapura.—Thirty-five students attended the Institute, 11 in the Higher Course and 24 in the Lower. The Institute attracted students from all parts of Burma and it is noticed that Karens are taking increased interest in improved methods of weaving. Special attention is being paid to single yarn weaving, which is calculated to make a considerable reduction in the price of woven materials in this country. Travelling demonstrators continued to do useful work in the following districts :—Prome, Mergui, Tharrawaddy, Myaungmya and Bhamo, several of them being paid by District Councils.

State Scholarships.—During the year 11 State Scholarships were awarded for the following subjects :—Education, Architecture, English Language and Literature, Dental Surgery, Horticulture, Engineering, Surgery, Medicine, Mining, Book-selling, Training as Librarian.

Government Accountancy Classes.—There were 35 candidates on the roll of the 2nd year class ; 16 appeared for the Diploma of Accountancy Examination but only three passed. For reasons of economy a new first year class was not opened in 1931 and lectures were provided for the second year class only.

Apprentice Stipends.—Thirty-five apprentices in workshops were awarded new stipends, and 40 old stipends were continued.

Commercial Schools.—Ten commercial schools were recognized by Government during the year 1930-31 ; all were under private management ; the total attendance was 576, as compared with 570 in eight schools in the preceding year.

Vocational and pre-vocational education.—At the Reformatory School instruction was given in carpentry, tinsmithing and boot-making. Seventy-two schools had manual training classes and 11,518 pupils out of 12,947 passed in this subject. Eight hundred and sixty schools taught needle-work and 24,078 girls passed out of 27,080. It is interesting to note that, while no fewer than 770 vernacular schools took needle-work, only 26 vernacular schools took manual training which is a very popular subject in the Anglo-Vernacular school. Now that the very generous results grants for this subject (payable to English and Anglo-Vernacular Schools only) have for economy been withheld, it is feared that the number of classes in English and Anglo-Vernacular Schools will decrease. There

is special need for manual training in our Vernacular Schools, but until funds can be found to meet the cost of equipment and material we cannot expect hand and eye training to make much headway. During the year under report new courses for manual training were drawn up by a committee specially constituted for this purpose, but until funds can be found to encourage vernacular schools to take up this subject the new courses will be taught only in a few schools which can obtain funds from Local Education Authorities or are prepared to meet their own expenses. In the schools section of the Arts and Crafts Exhibition there was improvement both in quantity and quality of exhibits.

CHAPTER VIII.

Education of Special Classes and Communities.

European.—The number of pupils attending the 36 English schools rose from 10,190 to 10,481, while the pupils classed as European in these schools decreased from 6,082 to 6,000. This decrease of 82 can probably be traced to the Anglo-Vernacular schools, for the increase of Europeans in non-European schools is shown to be 91. There is no doubt that the economic pinch is being acutely felt by the Anglo-Indian community and this may explain the decrease, although it has been suggested that, with an eye on the future, some Anglo-Indian parents may prefer to educate their children in a type of school which is definitely Burmese. There are now no fewer than eleven English schools in which the non-European predominates. The postponement of the English School Examinations from December to March has been referred to in the opening chapter. It has facilitated the partial amalgamation of the two Examinations for which already some 'common' papers are being set. For English School Examination results a reference should be made to Chapters IV and VI.

Mahomedan.—The total number of Mahomedan children under instruction in public and private institutions increases from 32,480 to 34,448, an increase of 1,972 ; 82 per cent are in public institutions. The number of Mahomedans at the University falls from 104 to 91 ; in secondary schools also the total falls from 9,922 to 9,705, but in both Upper and Lower Primary schools the total rises by 1,106 in the former and 1,537 in the latter. There were as before twenty-four secondary schools for Mahomedans, namely six Anglo-Vernacular Schools and eighteen vernacular. In these definitely Mahomedan schools the number of pupils increased by 151. The number of Upper Primary Mahomedan Schools increased by 11 and attendance by 1,019, while the number of Lower Primary Mahomedan schools decreased by 7 and the attendance by 323 ; this is explained by the raising of grade of certain Lower Primary Schools. There are six Anglo-Vernacular schools either in Rangoon or

Mandalay and attendance here shows a slight increase of 24. The number of Mahomedan vernacular schools rises from 194 with an attendance of 13,435 to 198 with an attendance of 14,262. The total for girls under instruction rose from 7,167 to 9,098 ; the figures are low but they show progress. Attendance of girls increased in all stages of education except in Arts Colleges, where there is a decrease of one, and in secondary vernacular schools where the total falls from 1,554 to 1,551. Some progress was made towards providing Burmese teaching in Urdu Vernacular Schools, and in Mergui all the seven Urdu Schools have been able to introduce the teaching of Burmese with appreciably satisfactory results. The chief difficulty is lack of money, Local Education Authorities not being able as a rule to provide an extra teacher for Burmese. Other difficulties with which Urdu Vernacular Schools have to contend are as follows :—(1) inefficient staffs ; (2) apathetic teachers ; " I have on more than one occasion found Mahomedan teachers lounging in easy chairs and smoking the hookah in class-rooms during school hours ;" (3) the use of unsatisfactory text-books especially in Mathematics and Geography ; (4) the conflicting claims of religious and secular teaching, this may be explained by the fact that many teachers know little outside the Koran. Given efficient teachers, it should be possible to emphasize the teaching of religion without interfering with the ordinary school curriculum. In the year under report a split occurred in the Burma Mahomedan Educational Conference between those who wish to preserve the Urdu schools and those who wish to see them become Burmese-teaching schools. The school vernacular of Urdu speaking children should obviously be Urdu, but, where the children have a Burmese mother and have been brought up to speak Burmese, it is equally obvious that they will suffer educationally if they are compelled to get their education through the medium of Urdu.

The Karens being essentially an agricultural people have suffered greatly during the past 12 months ; one Deputy Inspector of Schools writes " Bad luck seems to be working against the Karens in general ; several have been dispossessed of their lands and have become labourers ; many have had to abandon their villages ; many large villages have been reduced in size and some small ones have entirely disappeared". Despite their afflictions they seem to have gone ahead with their schools, for we find that the total number of Karen schools (vernacular) under private management has increased from 908 to 958 with an increased attendance of no less than 3,829 making the total attendance now 48,475. The number of Karen Anglo-Vernacular schools remains the same (14) with an increased attendance of 4,398. Those who do not yet appreciate the difference between a Bwe and a Paku Karen will be interested to know (in the words of an Inspector of Schools) that " they are no more alike each other than the Campbells and the Macdonalds of Caledonia". A very gratifying instance of Karen independence was forthcoming in

the Delta where school managers who were unable to obtain financial assistance from local funds asked and received the right to accept recognition without grants.

Other Special Classes and Communities.—After Karens the next most important class is the Shans ; here we find the number of public vernacular schools rising from three to four with an increased attendance of 559 (last year 393). There is one Shan Anglo-Vernacular Public School with an attendance of 81 ; this is the school for the sons of Shan Chiefs. There is one Shan Anglo-Vernacular School under private management with an attendance of 368 compared to 372 in 1929-30. Shan Vernacular Schools under private management decreased by six and their attendance by 477. Môn Schools (Vernacular) show a decrease of three but an increased attendance of 326. A Deputy Inspector for Môn Schools has recently been appointed and more Môn readers are in the course of publication, so that we may expect to see an increase under this head. There was a decrease of 133 in the attendance at Bengali Anglo-Vernacular Schools, and increased attendance of 251 in Chin Vernacular schools and of 107 in Kachin Vernacular Schools ; there was an increase of 1,127 children in Tamil and Telugu Vernacular schools ; there were decreases of attendance in Intha and Taungthu vernacular recognised schools under private management.

The Government Reformatory School, Insein, has been closed recently and the boys have been moved to the new Borstal Institution at Thayetmyo. The year opened with 100 boys and closed with 92. The year appears to have been a satisfactory one, health and discipline being excellent. It is hoped that under the new régime better methods will be adopted for keeping in touch with ex-pupils. The present method of leaving the responsibility to Deputy Inspectors of Schools has not worked well, because they have no means of tracing ex-pupils.

Schools for the Blind.—The only work undertaken in this direction is that of the S.P.G. which has one school for boys in Kemmendine (Rangoon) and one for girls in Moulmein. There are 28 pupils in Rangoon and 20 at Moulmein. The Superintendent reports that recruitment of new pupils had to be curtailed owing to lack of accommodation and slenderness of funds. The subjects taught are those of the ordinary vernacular curriculum, with the addition of a good deal of technical workshop instruction and organized recreation.

School for the Deaf.—Numbers here have increased from 19 to 24. This school is now managed by the Burma Christian Missionary Society. Steps are being taken to obtain the services of an expert teacher from England.

Adult Education.—The Burma Education Extension Association continues its good work ; members have increased from 299 to 391 and since membership is extended to schools, libraries and other

societies, the total is no criterion of the association's influence. A start has been made at publishing Burmese translations of books on World History and Mythology for general and school reading, and it is hoped shortly to publish in Burmese an introduction to modern science. The University of Rangoon co-operated with the Association in providing lectures at Toungoo. Five lectures were given in the public library at Prome, three at Pyapôn. The magazine of the Association "The World of Books" appeared each month in Burmese and English. The Youths Improvement Society (Rangoon) conducted four debates in English, one in Burmese, and arranged several lectures and social gatherings.

Libraries.—The number of Libraries in Burma drawing grants from Government increased from 29 to 73. The managing committees of many of these are beginning to realize that a library is not merely a reading room or a book-lending organization but may also be an educational centre at which lectures can be given, subjects of educational or literary interests discussed and social gatherings organized, and many library secretaries are taking advantage of the opportunities which a public library affords. Much can be done and something is being done by Deputy Inspectors of Schools towards starting village reading clubs, and one Inspector of Schools reports that more than a hundred have already been opened in his circle, where also 14 musical clubs, 3 athletic clubs and one rowing club are now in existence. Here is a good example for other Inspectors to follow.

In addition to these public libraries the Education Department circulates English books to various centres, and in the year under report this English circulating library was supplemented by boxes of Burmese books.

The following educational magazines are published in Burma. The Burma Educational Magazine (Burmese monthly), the Teacher's Friend (English quarterly), the National Educationist (English and Burmese monthly), the Burma Teachers' Magazine (Burmese quarterly), Pyinnya Tazaung (Burmese fortnightly). The Burma Educational Magazine is published departmentally ; it is self-supporting and thanks to the enterprise of the Editor, U Sein Ywet, sales have increased by 50 per cent. in the last 10 months ; there are now over 1,000 subscribers. The magazine should be of use to members of local education boards, inspecting officers, vernacular school managers and their staffs, and it is hoped that all will support it by literary contributions and subscriptions.

Night Schools.—There are 22 Night Schools which draw Government grants. These schools are meant for adults who are working for their living by day. Some applications for recognition were made by managers of private schools who appear to think that, if they open a

school for boys of school age at night it becomes a night school and is eligible for a grant. No school is recognized unless the Department has ample proof that a sufficient number of pupils are working for a living during the day.

CHAPTER IX.

PRIVATE SCHOOLS.

The figures for private schools show a decrease of 115 in the number of schools and of 4,390 in attendance. These figures include Pali teaching schools not presenting candidates for the Patamabyan Examination, Vernacular Elementary Schools and Koran Schools. The figures are as usual unreliable and little can be deduced from them. An increase in the number of private vernacular schools is noted in one district of Arakan and the Inspecting Officer suggests that this may be due to the fact that "managers of private schools do not insist on their pupils wearing clothes in class." Now that Local Education Authorities can recognise vernacular schools without grants and similar recognition may be afforded to an Anglo-Vernacular School by the Education Department, it may be safely said that a private school in this country is generally one which is unable to teach up to the standard required for recognition. In Rangoon and other large towns there are a certain number of Chinese Schools which could probably get recognition if they desired it, but their managers have never shown any wish to come on the list. A school leaving certificate is of no value to their pupils who in most cases become market gardeners or carpenters.

Schools which train candidates for the Patamabyan examinations have always been classed as public schools, because they draw grants on the results of these examinations but they are to all intents and purposes private institutions, and neither the Education Department nor the Local Education Authority has much to do with them. One thousand and eleven such schools are classified as "other special schools" in the list of public schools.

Patamabyan Examinations.

Difference of opinion in connection with the introduction of Vinaya (Rules of conduct for Monks) as a subject in this examination resulted in the omission of this subject from the 1930 examination, but in the year under report a compromise was effected, and the subject became an alternative with Datukatha (Buddhist metaphysics). Very few candidates took the Vinaya questions.

It is satisfactory to note that there was no repetition of the scandals noted last year, when no fewer than 17 monks and 18 nuns were disqualified for cheating and at the Nyaunglebin centre one of the

monastic candidates assaulted a superintendent of the examination. In the year under report only one monk was found guilty of malpractices and at all centres the examination was conducted in an orderly manner.

The number of entrants shows that this examination is increasing in popularity, for there is an increase in all grades except among nuns in the Patama Gyi where the numbers dropped from 20 to 4 and none of the four succeeded in passing. In the Patama Gyi grade the total number of entrants increased from 320 to 421 and passes from 54 to 71. In the Patama Lat admissions increased from 732 to 861 and passes from 315 to 436. In the Patama Nge grade admissions increased from 1,784 to 2,226 and passes from 630 to 868.

CHAPTER X.

Moral and Physical Training.

Religious questions were prominent in the year 1930-31.

The Report of the Committee to consider and report upon Buddhist religious instruction for Buddhist pupils was still under consideration by Government and was published in December of that year, but Government 's resolution on it was not published until June 1931 and will be dealt with in the report for the year 1931-32. It is sufficient here to state that most of the committee's recommendations were accepted by Government and that the report will result in more thorough and systematic teaching of Buddhism in Government Anglo-Vernacular Schools and in all schools under Buddhist management. The question of a syllabus has not yet been decided.

A wave of Buddhist religious fervour spread over the province during the year under report and many Local Education Authorities paid special attention to the teaching of religious subjects and the holding of Pariyatti examinations for vernacular schools. It is impossible to state in this brief report what is being done in this direction all over the Province but an extract from a Rangoon report will show the enthusiasm which lies behind this movement. "A committee called The Rangoon Religious Instruction Examination Committee was formed in 1929; this Committee consists of thiry-two elders, officials, non-officials and pensioners. The committee was converted into an Association in 1930 with U Lun, K.S.M., Honorary Magistrates as its first President. The main object of the Association is to promote the teaching of religion in Vernacular and Anglo-Vernacular Schools. An examination in religious subjects was held in December 1930 and many Vernacular School children competed. The prize-giving was held in the Jubilee Hall in January 1931 and was presided over by His

Excellency the Governor of Burma." This Association owes its existence and success to the present Minister for Education and has its counterpart in many towns of Burma. Religious and nationalist fervour may partly explain trouble which began in an American Baptist Anglo-Vernacular Girls' School in Moulmein and spread to two American Baptist Boys' Schools and to a Methodist Anglo-Vernacular School in Rangoon. The trouble is said to have arisen from some disparaging remarks uttered by a Christian teacher which were resented by her Buddhist pupils. In Rangoon it led to strikes in the two schools mentioned above and threatened to affect others. Thanks largely to the intervention and help of public-spirited elders and other influential Burmans, peace was restored and a more definite Conscience Clause was incorporated in the Educational Rules. Although Burma has not yet gone so far as some countries where a positive Conscience Clause is imposed and no pupil may be taught any religion other than that of his parents without the definitely expressed wish of those parents, it is believed that the following addition to the Conscience Clause in the Educational Rules will prevent any children from receiving religious instruction of which their parents do not approve :

"All schools which require the attendance of non-Christian pupils at Christian religious instruction or worship without having first obtained the consent of their parents, must make it known to all parents and pupils that exemption can be obtained if parents desire it. A notice to this effect must be posted prominently in the School and included in the School rules or prospectuses if either are supplied to parents. If neither prospectuses nor school rules are supplied to parents, Superintendents must require parents or guardians, when their children join schools, to state whether they desire or do not desire their children to attend religious worship or religious instruction. Replies of parents or guardians should be recorded for reference in a register. This course is recommended as an additional precaution, even when prospectuses and rules are supplied to parents."

In this connection it is significant that Anglo-Vernacular Schools under Roman Catholic, Church of England and Wesleyan management seldom, if ever, suffer from strikes. Tactlessness may have been one cause of the strikes of 1930. No one, save the most misguided bigot, can wish to force Christianity on a Buddhist pupil against the wish of the child and his parents, and if there are any such bigots in Burma to-day then they would be better outside the educational field.

That all School Superintendents are not bigots may be proved by the fact that in some Christian Mission schools special arrangements are made for giving Buddhist pupils instruction in Buddhism. Our Christian Anglo-Vernacular Schools for the most part are popular with Buddhist parents and rightly so, because in most of them there is a healthy atmosphere, a keen will to work and play and sound discipline. So long as they exercise a wise discretion in the treatment of the Buddhist pupils who form a large majority of their pupils, that well-earned popularity will continue.

Cheating in Examinations.—No fewer than 112 pupils were debarred for two years from Public Examinations for cheating ; (English Schools 56, Anglo-Vernacular Schools 50 and Vernacular Schools 6). Much the worse case occurred at Moulmein where an amazing conspiracy was brought to light. This plot was organized by one of the assistant supervisors of the examination and was more elaborate than any so far reported ; the examination papers were handed to someone outside the hall at the beginning of the examination (contrary to the explicit and printed instructions of the department), and what then followed is suggestive of an Edgar Wallace novel. The papers were taken by cyclists to a coffee shop where experts dealt with them at once ; the answers were then despatched post-haste to the examination hall, and small boys were procured who crawled under the floor and passed the papers up through holes which had been previously bored.

Burmese credulity, so apparent in this year's lamentable rebellion, is the cause of much traffic in bogus examination papers, which find a ready sale before any examination ; during the year, a clerk in the office of the Examination Commissioner was dismissed for selling 'passes.' This clerk had nothing to do with the papers or the pass list, neither of which he ever saw, but his position in the examination office enabled him to offer passes at Rs. 300. If the buyer passed, well and good, if he failed, the cash was returned. It was "easy money" for the clerk, but, had his clients only realized that junior clerks in an examination office do not see confidential papers, they would have saved their pockets and probably done themselves more justice in the examination.

Hostels.—Although economic distress and the rebellion have not had much effect as yet on education there is reason to believe that these factors are responsible for the waning popularity of school hostels. Hostels for boys managed by Government dropped fram 97 to 83 and attendance from 2,947 to 2,618, a decrease of about 11 per cent. Aided hostels for boys dropped from 288 to 272, and attendance from 18,486 to 10,503 a decrease of about 43 per cent. The closing of many Vernacular Elementary Schools is responsible for some of this decrease, but Anglo-Vernacular and English Schools share in it. Hostels for girls managed by Government dropped from 35 to 32 and attendance from 503 to 478, and hostels for girls aided by Government or Local Boards dropped from 71 to 55 and attendance from 3,976 to 3,168. The total decrease in attendance amounts to 9,233. The need for closing certain vernacular elementary classes has been explained in an earlier chapter. The reason why Anglo-Vernacular and English School hostels have suffered is increasing poverty. Boys and girls who, for economical reasons, are taken out of a hostel do not necessarily leave their schools ; in most cases they go and live with friends and still attend school ; this will explain why this decrease is not reflected in the figures for school attendance. Parental fears have been another

reason in Lower Burma for the decreasing numbers in school hostels. In troubled times parents do not wish to send their children far from home.

Physical Training.—More was done to improve Physical Training in Burma during the year under report than in any previous year. In addition to such activities as direction of athletic sports and games, inspection of schools, and conducting competitions, a very extensive programme of training for teachers was conducted. No fewer than 1,243 Vernacular and Anglo-Vernacular teachers attended training courses varying in length from 12 days to six weeks. Many Inspectors report the great improvement in physical training in the various schools which ensues when the instructor has had a course of training at Cabin Island or elsewhere. Three camps were held on this island in the Victoria Lake, two of a fortnight's duration (in October and March) for vernacular teachers, and one of six weeks' duration for Anglo-Vernacular teachers. The vernacular camps were held primarily for teachers under the Rangoon Education Board, but other teachers came from neighbouring districts, especially Insein, Hanthawaddy and Pegu.

Various School Athletic Associations carried on their activities during the year, but no new ones were formed. The sports so successfully organized during the Hlegu Health Unit's demonstration suggest that the experiment will be tried in other townships. The Director of Physical Education writes that in spite of the recommendations of the Rangoon Play Ground Committee the distribution of the available play spaces in Rangoon is still unsatisfactory. He considers it very necessary that a committee should be formed at once to deal with this question. The Rangoon Education Board has prepared a small plot in Canal Street and earmarked a small sum for athletic equipment ; it is proposed to put this ground in the charge of trained volunteer vernacular teachers, and, if this experiment proves successful, it will be expended to other parts of Rangoon where playing space is available. At present schools in East Rangoon are the chief sufferers from want of play grounds. The fact that the Maidan is still controlled by a military authority in Mingaladon renders it impossible to make full use of this ground ; the controlling authority should be fully acquainted with the needs of Rangoon clubs and schools.

The Physical Instruction cadre consisted of one Director and two Assistant Inspectors, but at the close of the year the cadre was reduced by one Assistant Inspector who obtained an appointment in the new University College. With a depleted staff, it is unlikely that so much useful work will be accomplished in 1931-32.

Scouts and Guides.—The report on the progress of the Boy Scouts movement in Burma for the year 1930-31 makes very encouraging reading ; the annual census return shows a total of 5,065 scouts in all three branches of scouting, which is an increase of 500 over the total for the

previous year. Thirty-seven new troops were registered. The year was marked by the appointment of a Burman Chief Scoutmaster, U Po Dan, a Cambridge graduate and a fully qualified scoutmaster. Scouting will benefit by having a Chief Scoutmaster who can address public meetings in Burmese. Training courses for scoutmasters were held at Kokine, Amherst, Maymyo, Nyaunglebin and Zigon. A training course in the vernacular at Rangoon open to candidates from any district was a great success and has resulted in the expansion of scouting in a number of vernacular schools. No less than 4,300 boys went into camp for periods varying from 3 to 15 days, which is an increase of 1,000 over the figures of any former year. Towards the latter part of the year vernacular scouting had to remain more or less dormant in the areas affected by the rebellion, and the Deputy Chief Scoutmasters were unable to visit outlying troops and villages ; it was however maintained in the towns and larger villages near the railway line.

The Annual Report on the progress of the Girl Guide movement is not quite so satisfactory. " We have suffered " writes the Provincial Secretary, " this year particularly in the constant change of personnel. In many cases it has been found impossible to carry on." At Toungoo a Guide Company, at Kalaw a Guide Company, in Rangoon a Guide Company, and a Bluebird Flock, and in Bassein two Guide Companies and a blue-bird flock have all been disbanded, either for lack of guiders or for lack of sympathy on the part of School Managers. Maymyo had until the end of the year no District Commissioner and no Guider, while at Mônywa and Myingyan although there were guiders there were no companies. As a set off against these relapses we may note two new Ranger Companies, two new Guide Companies and four new Blue-bird flocks respectively at Henzada, Taunggyi, Kemmendine, Port Blair, Sagaing, Syriam, Kalaw and Rangoon. A general drop in numbers is attributed to the fact that so many old guides had left school, but it is not explained why new recruits did not make up for this decrease. Girl-Guide Sports were held again and were as popular as ever under the presidency of the Provincial Chief Guide, Lady Innes. A training camp for guides was held in Rangoon and proved successful, but the report does not state the attendance. In the course of the year the Provincial Organizer (Miss Amos) visited Akyab (twice) Mandalay, Maymyo, Kalaw, Taunggyi, Toungoo, Moulmein, Monywa, Sagaing, and Myingyan. The Girl Guide Magazine which was started in the previous year is self-supporting ; it is sent free to all companies, there are 32 Guide Companies, 22 Blue-Bird Flocks and Flocks, 4 Ranger Companies, 84 Guiders, 620 Guides, 412 Blue-birds, 33 Rangers and 7 Lone guides.

St. John Ambulance.—The numbers here show a big drop ; " Some of the classes started late and some could not be started " writes the local Secretary, but the reason is not explained. Attendance in the

four departments of instruction (First Aid ; Home nursing ; Home Hygiene and the Mackenzie School Course) dropped from 2,617 to 1,558. The work is almost entirely dependent on grants from the Education and Police budgets.

Medical Inspection.—The annual memorandum on the medical inspection of schools and school children ignores the official year and is written on the calendar year 1930. Since all schools in the province now have a school year which corresponds with the official year, it would appear desirable to have a memorandum based on the reports between April and March. Of the 303 English, Anglo-Vernacular and Normal Schools recognised by Government 237 adopted the Medical Inspection scheme and reports were received from 209 of these schools. Of the pupils examined 65·9 per cent were protected by primary vaccination, 29·01 per cent by re-vaccination, 3·04 per cent by small pox and the remaining 2·05 per cent were unprotected. As in previous years defective teeth (19·05 per cent), enlarged tonsils (12·64 per cent), skin diseases (4·2 per cent), defective vision (5·37 per cent) and trachoma (3·93 per cent) were the most common defects. The majority of cases of defective teeth and enlarged tonsils were found among the children of the Primary Classes. The figures show a steady improvement in the incidence of defective throats including enlarged tonsils and defective vision including trachoma. The main difficulty is still the ignorance of the parent. Several School Superintendents have suggested that the Education Department should devise some means of ensuring that parents will attend promptly to the recommendations of the School Medical Officer, but it is difficult to see what the Education Department can do in the matter. The Director of Health considers that this can only be done by school superintendents and teachers who should establish personal contact with parents and stress their duty to their children. In really urgent cases he suggests that pressure should be brought on parents by refusing to admit children to school until their ailments have been attended to.

A course of twelve lectures in Burmese on School Hygiene was delivered to teachers at 11 centres and 456 candidates obtained certificates.

CHAPTER XI.

FINANCE.

The total recorded expenditure on education in 1930-31 was Rs. 2,15,33,088 or Rs. 6,80,959 less than in the preceding year. The Provincial grant to the University Building Trust dropped from 16 lakhs to two lakhs, but increased expenditure under other heads, as shown below, made up for more than nine lakhs of this decrease. The figures include expenditure incurred by the Public Works Department on educational buildings and on certain institutions not under the

General Summary of Educational Institutions and Scholars.

Area in square miles— 233,707.

Population—

Males	...	7,478,142
Females	...	7,175,835
Total	...	14,653,977

Percentage of Scholars to total population.

	Recognized Institutions.		All Institutions.	
	1931.	1930.	1931.	1930.
Males ...	4·45	4·79	6·93	7·63
Females ...	2·97	3·17	3·06	3·25
Total ...	3·72	4·003	5·03	5·49

	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1931. (1)	1930. (2)	Increase or Decrease. (3)	1931. (4)	1930. (5)	Increase or Decrease. (6)	(7)
RECOGNIZED INSTITUTIONS—							
Universities ...	1	1	...	1,449	1,555	− 106	
For Males—							
Arts Colleges ...	1	1	...	101	99	+ 2	(a) ... (b) 101 (c) ...
Professional Colleges.	1	1	...	42	38	+ 4	(a) ... (b) 42
High Schools ...	194	177	+ 17	54,875	50,473	+ 4,402	(c) 26,443 (d) 28,432
Middle Schools ...	1,136	1,145	− 9	143,808	141,287	+ 2,521	(c) 27,449 (d) 116,359
Primary Schools	4,337	4,322	+ 15	265,478	258,129	+ 7,349	(d) 265,478
Special Schools ...	1,064	938	+ 126	19,200	18,333	+ 867	
Totals ...	6,734	6,585	+ 149	484,953	469,914	+ 15,039	
For Females—							
Arts Colleges ...	...	...	...	...	...	...	
Professional Colleges.	...	...	...	...	...	...	
High Schools ...	26	26	.	8,251	7,976	+ 275	(c) 2,694 (d) 5,557
Middle Schools ...	108	104	+ 4	14,562	13,598	+ 964	(c) 2,469 (d) 12,093
Primary Schools	658	660	− 2	36,721	36,523	+ 198	(d) 36,721
Special Schools	41	43	− 2	914	914	...	
Totals ...	833	833	...	60,448	59,011	+ 1,437	
UNRECOGNIZED INSTITUTIONS—							
For Males ...	17,906	18,021	− 115	191,930	196,418	− 4,488	
For Females ...	51	51	...	936	838	+ 98	
Totals ...	17,957	18,072	− 115	192,866	197,256	− 4,390	
GRAND TOTALS ...	25,524	25,490	+ 34	738,267	726,181	+ 12,086	

(*a*) In Graduate and Post Graduate classes. (*b*) In Intermediate classes. (*c*) In secondary stages. (*d*) In Primary stages.

General Summary of Expenditure on Education, 1930-31.

	Total Expenditure.			Percentage of Expenditure from				Cost per head to				Cost per Scholar.
	1931. (1)	1930. (2)	Increase or Decrease. (3)	Government Funds. (4)	* Local Funds. (5)	Fees. (6)	Other sources. (7)	Government Funds. (8)	Local Funds. (9)	Fees. (10)	Other sources. (11)	(12)
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection	12,25,573	11,69,869	+ 55,704	100	...	...	...	...	...	...	...	...
Universities ...	15,74,881	16,15,382	− 40,501	67·80	...	15·42	16·78	...	...	...	...	...
Board of Secondary and Intermediate Edn.	1,031	857	+ 174	100	...	...	...	...	...	...	...	...
Miscellaneous† ...	37,74,681	55,19,357	−17,44,676	38·93	3·26	35·04	22·77	...	...	...	...	...
Totals ...	65,76,166	83,05,465	−17,29,299	57·23	1·87	23·81	17·09	...	...	...	...	...
Institutions for Males.												
Arts Colleges ...	60,550	63,704	− 3,154	83·46	...	16·54	...	500 5 5	...	99 2 8	..	599 8 1
Professional Colleges	2,31,735	2,21,279	+10,456	100	...	...	...	5,517 8 0	...	...	...	5,517 8 0
High Schools ...	42,84,900	42,01,857	+ 83,043	39·76	7·29	35·04	17·91	31 0 9	5 11 1	27 5 9	13 15 9	78 1 4
Middle Schools ...	43,17,798	38,00,599	+5,17,199	19·10	56·71	14·09	10·10	5 11 9	17 0 5	4 3 9	3 0 6	30 0 5
Primary Schools ...	26,13,590	24,30,938	+1,82,652	2·19	93·15	2·51	2·15	0 3 5	9 2 9	0 3 11	0 3 5	9 13 6
Special Schools ...	10,68,625	10,99,566	−30,941	93·30	...	1·67	5·03	51 14 10	...	0 14 10	2 12 10	55 10 6
Totals ...	1,25,77,198	1,18,17,943	+7,59,255	30·73	41·31	17·51	10·44	7 15 6	10 11 5	4 8 8	2 11 4	25 14 11
Institutions for Females.												
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	8,71,538	8,40,142	+ 31,396	31·16	2·73	37·45	28·66	32 14 8	2 14 1	39 8 11	30 4 5	105 10 1
Middle Schools ...	8,08,472	7,57,140	+ 51,332	38·16	15·16	24·18	22·50	21 3 0	8 6 8	13 6 9	12 7 11	55 8 4
Primary Schools ...	3,90,216	2,53,251	+1,36,965	5·25	72·26	12·90	9·59	0 8 11	7 10 10	1 5 11	1 0 4	10 10 0
Special Schools ...	3,09,498	2,40,106	+ 69,392	85·89	...	·82	13·30	290 13 3	...	2 12 4	45 0 4	338 9 11
Totals ...	23,79,724	20,90,639	+2,89,085	36·41	18·00	24·15	21·44	14 5 4	7 1 4	9 8 1	8 7 1	39 5 11
GRAND TOTALS ...	2,15,33,088	2,22,14,047	−6,80,959	39·45	26·69	20·17	13·69	15 9 3	10 8 7	7 15 5	5 6 6	39 7 8

* Include both District Board and Municipal Funds.
† Include expenditure on Buildings.

I.—*Classification of Educational Institutions, Burma Proper*, 1930-31.

	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions.												
Universities ...	...	...	...	1	...	1		...	...	...	...	...
Boards of Secondary and Intermediate Education.	...	...	...	1	...	1	...	...	...	...	...	...
Colleges—												
Arts and Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	1	...	...	...	...	1	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade College.	1	...	...	...	...	1	...	...	...	...	...	...
Totals ...	2	...	...	2	...	4	...	...	...	...	...	...
High Schools ...	30	9	6	147	...	192	...	...	1	25	...	26
Middle Schools (English)	16	...	...	97	...	113	...	...	...	28	...	28
Middle Schools (Vernacular)	5	48	20	909	...	982	...	4	6	64	...	74
Primary Schools ...	29	18	14	4,141	...	4,202	1	2	2	640	...	645
Totals ...	80	75	40	5,294	...	5,489	1	6	9	757	...	773
Special Schools—												
Arts ...	...	...	...	1	...	1	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Forest	1	...	...	...	...	1	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...
Medical	1	...	...	...	...	1	...	...	...	...	...	...
Normal and Training	51	...	...	4	...	55	31	...	...	7	...	38
Engineering ...	1	...	...	...	...	1	...	...	...	...	...	...
Technical and Industrial	1	...	...	1	...	2	...	...	...	...	...	...
Commercial ...	...	...	...	9	...	9	...	...	...	1	...	1
Agricultural ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory ...	1	...	...	...	...	1	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	1	...	1	...	...	...	1	...	1
Schools for Adults ...	...	...	...	25	...	25	...	...	...	1	...	1
Other Schools ...	...	...	...	963	...	963	...	...	...	...	...	...
Totals ...	56	...	...	1,004	...	1,060	31	...	...	10	...	41
Totals for Recognized Institutions.	138	75	40	6,300	...	6,553	32	6	9	767	...	814
Totals for Unrecognized Institutions.	...	...	...	...	17,271	17,271	...	...	...	...	51	51
GRAND TOTALS ...	138	75	40	6,300	17,271	23,824	32	6	9	767	51	865

IIA.—*Distribution of Scholars attending*

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING.									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science ...	101	90	30	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agriculture ...	42	41	42	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	143	131	72	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	10,999	10,437	839	1,756	1,756	...	1,473	1,473	...
In Middle Schools { English ...	2,566	2,575	79	...	...	...	...	...	...
In Middle Schools { Vernacular	666	666	...	6,776	6,776	440	3,853	3,853	...
In Primary Schools ...	1,650	1,650	...	986	986	...	1,668	1,668	...
Totals ...	15,881	15,328	918	9,518	9,518	440	6,994	6,994	...
In Arts Schools	...	...	...	...	...	...	...	...	...
In Medical Schools ...	164	145	133	...	...	...	...	...	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Forest Schools ...	85	80	85	...	...	...	...	...	...
In Veterinary Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	1,275	1,225	1,275	...	...	...	...	...	...
In Engineering Schools	262	262	262	...	...	...	...	...	...
In Technical and Industrial Schools.	31	31	25	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Reformatory Schools ...	92	92	92	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	1,909	1,835	1,872	...	...	...	...	...	...
Totals for Recognized Institutions.	17,933	17,294	2,862	9,518	9,518	440	6,994	6,994	...
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions for Males.	17,933	17,294	2,862	9,518	9,518	440	6,994	6,994	...

Educational Institutions for Males in Burma Proper, 1930-31.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
1,154	1,148	806	...	...	...	1,255	1,238	836	151
94	94	29	...	...	...	94	94	29	3
76	54	46	...	...	...	76	54	46	13
29	29	7	...	...	...	29	29	7	11
69	69	45	...	...	...	69	69	45	...
...	...	...	...	...	...	42	41	42	...
...	...	...	...	...	...	...	...	...	...
27	27	22	...	...	...	27	27	22	...
...	...	...	...	...	...	...	...	...	...
1,449	1,421	955	...	...	...	1,592	1,552	1,027	178
40,250	38,464	3,754	...	...	...	54,478	52,130	4,593	9,616
15,440	14,368	1,195	...	...	...	18,006	16,943	1,274	3,123
110,821	110,821	2,161	...	...	...	122,116	122,116	2,601	45,402
256,322	256,267	368	...	...	...	260,626	260,571	368	110,291
422,833	419,920	7,478	...	...	...	455,226	451,760	8,836	168,432
63	63	...	...	...	...	63	63	...	6
...	...	...	...	...	...	164	145	133	19
..	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	85	80	85	...
...	...	...	...	...	...	...	...	...	...
256	244	256	...	...	...	1,531	1,469	1,531	188
...	...	...	...	...	...	262	262	262	...
185	176	185	...	...	...	216	207	210	11
568	519	...	...	...	...	568	519	...	71
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	92	92	92	...
28	28	28	...	...	...	28	28	28	...
2,117	1,663	...	...	...	...	2,117	1,663	...	39
13,989	39,989	13,989	...	...	...	13,989	39,989	13,989	614
17,206	42,682	14,458	...	...	...	19,115	44,517	16,330	948
441,488	464,023	22,891	...	...	...	475,933	497,829	26,193	169,558
...	...	...	184,761	184,761	...	184,761	184,761	...	5,420
441,488	464,023	22,891	184,761	184,761	...	660,694	682,590	26,193	174,978

IIB.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING.									
IN RECOGNIZED INSTITUTIONS.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	...	...	...	...	...	...	197	197	16
In Middle Schools. English ...	...	...	...	...	...	...	...	...	...
In Middle Schools. Vernacular ...	...	...	...	540	540	...	792	792	10
In Primary Schools ...	36	36	...	96	96	...	190	190	...
Totals ...	36	36	...	636	636	...	1,179	1,179	26
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	461	459	461	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	461	459	461	...	...	...	...	...	...
Totals for Recognized Institutions.	497	495	461	636	636	...	1,179	1,179	26
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions for Females.	497	495	461	636	636	...	1,179	1,179	26
Grand Totals, all Institutions—Males and Females.	18,430	17,789	3,323	10,154	10,154	440	8,173	8,173	26

Institutions for Females in Burma Proper, 1930-31.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Males included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
8,054	7,140	2,043	...	...	...	8,251	7,337	2,059	1,870
5,467	4,864	423	...	...	...	5,467	4,864	423	2,037
7,019	7,019	167	...	...	...	8,351	8,351	177	2,995
35,676	35,619	130	...	...	...	35,998	35,941	130	11,982
56,216	54,642	2,763	...	...	...	58,067	56,493	2,789	18,884
...	...	...	...	...	...	...	...	...	...
330	314	330	...	...	...	791	773	791	11
...	...	...	...	...	...	...	...	...	...
8	6	...	...	...	...	8	6	...	...
95	95	...	...	...		95	95	...	...
20	18	20	...	...	...	20	18	20	1
...	...	...	...	...	...	...	...	...	...
453	433	350	...	...	...	914	892	811	12
56,669	55,075	3,113	...	...	..	58,981	57,385	3,600	18,896
...	...	...	936	936	..	936	936	...	78
56,669	55,075	3,113	936	936	...	59,917	58,321	3,600	18,974
498,157	519,098	26,004	185,697	185,697	...	720,611	740,911	29,793	...

IIIA.—*Expenditure on*

Expenditure on Buildings includes Rs. 1,30,776 spent by the

"Miscellaneous" includes the following main items :—

Hostel Charges.

Scholarships.

Stipends.

Travelling Allowances of Medical and Engineering Students.

Examination Charges, etc.

	Government Institutions.					
	Government funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	...	...	...	...	...	...
Board of Secondary and Intermediate Education.	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	2,31,735	...	...	...	...	2,31,735
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate Colleges	50,534	...	...	10,016	...	60,550
Totals ...	2,82,269	...	...	10,016	...	2,92,285
SCHOOL EDUCATION						
GENERAL.						
High Schools	7,82,638	...	...	4,12,598	...	11,95,236
Middle Schools—						
English	1,92,117	...	...	65,136	...	2,57,253
Vernacular	46,705	...	...	2,058	...	48,763
Primary Schools	6,243	...	...	...	...	6,243
Totals ...	10,27,703	...	...	4,79,792	...	15,07,495
SPECIAL.						
Arts Schools	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	80,351	...	...	4,848	...	85,199
Normal and Training Schools ...	3,34,784	...	...	...	...	3,34,784
Engineering and Surveying Schools	2,69,403	...	...	3,469	...	2,72,872
Technical and Industrial Schools ...	28,645	...	...	...	...	28,645
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	25,475	...	...	484	...	25,959
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Forest Schools	13,918	...	...	...	...	13,918
Totals ...	7,52,576	...	...	8,801	...	7,61,377
GRAND TOTALS ...	20,62,548	...	...	4,98,609	...	25,61,157

Education for Males in Burma Proper, 1930-31.

Public Works Department on Educational Buildings.

Grants to Teachers Association.

District Board and Municipal Institutions.						Aided Institutions.	
Government funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Government funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	..	...	...	10,67,798	...
...	...	...	...	...	...	1,031	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	10,68,829	...
...	28,158	28,338	3,499	...	59,995	8,36,543	1,63,658
...	...	...	...	...	...	4,48,508	...
...	1,98,726	1,43,528	14,908	...	3,57,162	16,915	15,57,415
...	29,530	25,488	1,962	...	56,980	19,508	19,26,741
...	2,56,414	1,97,354	20,369	...	4,74,137	13,21,474	36,47,814
...	...	...	...	...	...	375	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	96,838	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	12,000	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	7,600	...
...	...	...	...	...	...	13,750	...
...	...	...	...	...	...	1,10,737	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..
...	...	...	...	...	...	2,41,300	...
...	2,56,414	1,97,354	20,369	...	4,74,137	26,31,603	36,47,814

III A. — *Expenditure on Education for Males in Burma Proper*, 1930-31—concld.

Expenditure on Buildings includes Rs. 1,30,776 spent by the Public Works Department on Educational Buildings.

" Miscellaneous " includes the following main items :—

Hostel Charges. Grants to Teachers Association.
Scholarships.
Stipends.
Travelling Allowance of Medical and Engineering Students.
Examination Charges, etc.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	(17)	(18)	(19)	(20)	(21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	...	2,42,903	2,64,180	15,74,881	...	...	...
Board of Secondary and Intermediate Education.	...	...	...	1,031	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	2,42,903	2,64,180	15,75,912	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	92,264	10,70,176	7,59,196	29,21,837	...	...	...
Middle Schools—							
English	...	4,99,988	4,02,215	13,50,711	...	...	...
Vernacular	5,49,110	19,460	26,562	21,69,462	...	...	...
Primary Schools	4,52,849	62,699	52,074	25,13,871	...	...	...
Totals ...	10,94,223	16,52,323	12,40,047	89,55,881	...	...	...
SPECIAL.							
Arts Schools	...	...	...	375	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	25,200	1,22,038	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	12,000	24,000	...	...	...
Commercial Schools ...	...	4,365	...	4,365	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	7,600	15,200	...	...	...
Schools for Adults	...	4,621	8,967	27,338	...	...	...
Other Schools	...	...	...	1,10,737	...	...	...
Veterinary Schools	...	...	...	...	...	...	...
Forest Schools	...	...	...		...	...	...
Totals ...	...	8,986	53,767	3,04,053	...	...	...
GRAND TOTALS ...	10,94,223	19,04,212	15,57,994	1,08,35,846	...	...	...

	Total Expenditure from					Total. (27)
	Government funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	2,82,496	...	...	...	...	2,82,496
Inspection ...	8,61,720	...	...	...	...	8,61,720
Building, etc. ...	5,50,628	16,382	22,702	...	2,15,589	8,05,301
Miscellaneous ...	7,24,706	38,228	43,009	9,03,552	3,25,966	20,35,461
Totals ...	24,19,550	54,610	65,711	9,03,552	5,41,555	39,84,978
	10,67,798	...	...	2,42,903	2,64,180	15,74,881
	1,031	...	...	...	...	1,031
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	2,31,735	...	...	...	...	2,31,735
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	50,534	...	..	10,016	...	60,550
	13,51,098	...	...	2,52,919	2,64,180	18,68,197
	16,19,181	1,91,816	1,20,602	14,86,273	7,59,196	41,77,068
	6,40,625	...	...	5,65,124	4,02,215	16,07,964
	63,620	17,56,141	6,92,638	36,426	26,562	25,75,387
	25,751	19,56,271	4,78,337	64,661	52,074	25,77,094
	23,49,177	39,04,228	12,91,577	21,52,484	12,40,047	1,09,37,513
	375	...	...	...	...	375
	...	...	...	...	...	...
	80,351	...	...	4,848	...	85,199
	4,31,622	...	...	...	25,200	4,56,822
	2,69,403	...	...	3,469	...	2,72,872
	40,645	...	...	...	12,000	52,645
	...	...	...	4,365	...	4,365
	...	...	...	...	...	...
	25,475	...	...	484	...	25,959
	7,600	...	...	...	7,600	15,200
	13,750	...	...	4,621	8,967	27,338
	1,10,737	...	...	...	...	1,10,737
	...	...	...	...	...	...
	13,918	...	...	...	...	13,918
	9,93,876	...	...	17,787	53,767	10,65,430
	71,13,701	39,58,838	13,57,288	33,26,742	20,99,549	1,78,56,118

IIIB.—*Expenditure on Education*

Expenditure on Buildings includes Rs. *nil* spent by the

" Miscellaneous " includes the following main items :—

Hostel charges.
Scholarships.
Stipends.
Travelling Allowance of Medical Students.

	Government Institutions.					
	Government funds. (1)	District funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	...	...	...	...	...	...
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	1,23,173	...	...	...	...	1,23,173
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	1,23,173	...	...	...	...	1,23,173
Grand Totals for Females ...	1,23,173	...	..	...	...	1,23,173
Grand Totals for Males ...	20,62,548	...	...	4,98,609	...	25,61,157
Grand Totals for all ...	21,85,721	...	...	4,98,609	...	26,84,330

for Females in Burma Proper, 1930-31.

Public Works Department on Educational Buildings.

District Board and Municipal Institutions						Aided Institutions.	
Government funds. (7)	District funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources (11)	Total. (12)	Government funds. (13)	District funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	16,148	...		16,148	2,71,606	...
...	...	...	...	...	...	1,79,653	...
...	18,370	31,758	3,352	...	53,480	8,950	36,560
...	...	2,194	464	...	2,658	18,740	2,46,110
...	18,370	50,100	3,816	...	72,286	4,78,949	2,82,670
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,33,593	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,600	...
...	...	...	...	...	...	5,450	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,42,643	...
...	18,370	50,100	3,816	...	72,286	6,21,592	2,82,670
...	2,56,414	1,97,354	20,369	...	4,74,137	26,31,603	36,47,814
...	2,74,784	2,47,454	24,185	...	5,46,423	32,53,195	39,30,484

IIIB.—*Expenditure on Education for Females in Burma Proper*, 1930-31—contd.

Expenditure on Buildings includes Rs. *nil* spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel charges.
Scholarships.
Stipends.
Travelling Allowance of Medical Students.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds. (15)	Fees. (16)	Other sources. (17)	Total. (18)	Fees. (19)	Other sources. (20)	Total. (21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	7,600	3,26,384	2,49,800	8,55,390	...	...	...
Middle Schools—							
English	...	1,71,578	1,52,800	5,04,031	...	...	..
Vernacular	35,872	3,649	13,855	98,886	...	...	...
Primary Schools	33,698	49,828	36,283	3,84,659	...	...	...
Totals ...	77,170	5,51,439	4,52,738	18,42,966	...	...	...
SPECIAL.							
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	31,400	1,64,993	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	700	700	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	3,600	7,200	...	...	...
School for Adults	...	2,532	5,450	13,432	...	...	...
Other Schools	...	...	...	...	...	...	...
Totals ...	...	2,532	41,150	1,86,325	...	...	...
Grand Totals for Females ...	77,170	5,53,971	4,93,888	20,29,291	...	...	...
Grand Totals for Males ...	10,94,223	19,04,212	15,57,994	1,08,35,846	...	...	...
Grand Totals for all ...	11,71,393	24,58,183	20,51,882	1,28,65,137	...	...	...

	Total Expenditure from					Total. (27)
	Government funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ...	27,788	...	...	...	...	27,788
Building, etc. ..	1,22,622	70	461	...	1,22,622	2,45,775
Miscellaneous ...	13,377	1,739	625	3,55,432	70,555	4,41,728
Total ...	1,63,787	1,809	1,086	3,55,432	1,93,177	7,15,291
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	2,71,606	...	23,748	3,26,384	2,49,800	8,71,538
	1,79,653	...	...	1,71,578	1,52,800	5,04,031
	8,950	54,930	67,630	7,001	13,855	1,52,366
	18,740	2,46,110	35,892	50,292	36,283	3,87,317
	4,78,949	3,01,040	1,27,270	5,55,255	4,52,738	19,15,252
	...	...	...	...	...	...
	2,56,766	...	...	...	31,400	2,88,166
	...	...	...	...	...	...
	...	...	...	...	700	700
	...	...	...	...	...	...
	3,600	...	...	...	3,600	7,200
	5,450	...	...	2,532	5,450	13,432
	...	...	...	...	...	...
	2,65,816	...	...	2,532	41,150	3,09,498
	9,08,552	3,02,849	1,28,356	9,13,219	6,87,065	29,40,041
	71,13,701	39,58,838	13,57,288	33,26,742	20,99,549	1,78,56,118
	80,22,253	42,61,687	14,85,644	42,39,961	27,86,614	2,07,96,159

IVA.—*Race or Creed of Male Scholars receiving General Education in Burma Proper*, 1930-31.

Race or Creed. (1)	Europeans and Anglo-Indians. (2)	Indian Christians. (3)	Hindus. Higher Castes. (4)	Hindus. Backward Classes. (5)	Muhamedans. (6)	Buddhists. (7)	Parsis. (8)	Sikhs. (9)	Others. (10)	Total. (11)	Number of pupils from rural area. (12)
Total of population	17,100	137,684	406,626		358,672	5,476,358	276	6,637	284,878	6,688,231	
School Education.											
Primary—Classes											
I	997	8,426	2,953	1,346	8,833	130,366	23	102	210	153,256	100,189
II	310	2,649	1,004	366	2,863	38,629	16	48	178	46,063	31,938
III	274	2,222	894	248	2,107	27,265	14	53	114	33,191	21,990
IV	315	2,013	708	162	1,567	22,162	25	44	87	27,083	16,957
Middle—											
V	261	1,038	496	69	807	10,249	22	25	76	13,043	6,301
VI	224	946	447	61	656	8,381	4	46	50	10,815	4,798
VII	370	1,175	455	37	688	11,643	4	40	42	14,454	6,668
High—											
VIII	95	252	146	18	143	1,970	4	14	17	2,659	811
IX	101	227	149	14	125	1,812	3	12	5	2,448	765
X	106	290	195	15	149	1,887	...	15	9	2,666	565
Totals ...	3,053	19,238	7,447	2,336	17,938	254,364	115	399	788	305,678	190,982
University and Intermediate Educations.											
Intermediate classes											
1st year	20	35	44	...	16	177	1	4	20	317	32
2nd year	19	54	49	...	28	243	4	4	30	431	63
Degree classes—											
1st year	12	14	16	...	7	79	1	1	8	138	31
2nd year	13	24	24	...	17	118	1	2	15	214	38
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post Graduate classes—											
1st year	...	1	2	...	...	1	...	...	...	4	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals ...	64	128	135	...	68	618	7	11	73	1,104	164
Number of Scholars in recognized institutions.	3,117	19,366	7,582	2,336	18,006	254,982	122	410	861	306,782	191,146
Number of Scholars in unrecognized institutions.	4	612	724	290	4,528	173, 28	...	17	16	179,419	159,806
GRAND TOTALS ...	3,121	19,978	8,306	2,626	22,534	428,210	122	427	877	486,201	350,952

IVB.—*Race or Creed of Female Scholars receiving General Education in Burma Proper*, 1930-31.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural area.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total of population	12,578	132,166	137,345		218,901	5,660,982	151	2,552	249,142	6,413,817	
School Education.											
Primary—Classes											
I	1,120	7,665	1,396	460	5,690	111,311	34	43	111	127,830	85,641
II	319	2,239	367	101	2,093	33,212	4	12	41	38,388	22,713
III	323	1,772	229	49	650	15,539	11	8	45	18,626	12,802
IV	286	1,480	163	20	331	8,352	4	3	37	10,676	6,910
Middle—											
V	270	814	97	6	98	2,718	4	2	22	4,031	1,930
VI	225	684	85	3	51	2,014	2	4	12	3,080	1,354
VII	211	981	42	4	51	2,177	5	1	13	3,485	1,597
High—											
VIII	79	167	9	7	9	307	2	...	3	583	136
IX	76	135	11	1	7	241	2	...	7	480	119
X	71	117	11	6	5	223	1	...	2	436	74
Totals ...	2,980	16,054	2,410	657	8,985	176,094	69	73	293	207,615	133,276
University and Intermediate Education.											
Intermediate classes											
1st year	6	10	6	...	1	13	...	...	4	40	5
2nd year	8	16	3	...	2	23	..	...	4	56	8
Degree classes—											
1st year	10	8	...	...	...	6	...	...	...	24	3
2nd year	7	12	1	...	...	10	...	...	...	30	2
3rd year	...	...	...	...	...	...	...	.	...	1	...
Post Graduate classes—											
1st year	...	1	...	...	...	...	...	...	...	..	..
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals ...	31	47	10	...	3	52	...	...	8	151	18
Number of Scholars in recognized Institutions.	3,011	16,101	2,420	657	8,988	176,146	69	73	301	207,766	133,294
Number of Scholars in unrecognized Institutions.	...	531	186	90	1,686	3,785	...	...	...	6,278	2,092
GRAND TOTALS ...	3,011	16,632	2,606	747	10,674	179,931	69	73	301	214,044	135,386

Va.—*Race or Creed of Male Scholars receiving Vocational and Special Education in Burma Proper*, 1930-31.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural area.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
School Education.											
Arts Schools ...	6	...	2	...	1	48	...	...	...	57	...
Law Schools ...	...	...	...	...	...	...	...	..	...	...	...
Medical Schools ...	1	14	11	62	4	44	...	9	...	145	...
Normal and Training Schools.	3	157	17	...	65	1,105	...	...	7	1,354	676
Technical and Industrial Schools.	133	38	...	...	...	32	...	...	2	205	39
Engineering and Survey Schools.	25	4	57	...	9	143	...	10	14	262	...
Veterinary Schools	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	29	73	49	...	8	335	1	...	2	497	7
Agricultural Schools	...	...	...	...	...	...	...	...	..	...	...
Reformatory Schools	...	1	...	12	9	70	...	...	.	92	...
Schools for Defectives	...	24	...	...	...	5	...	...	...	29	24
Schools for Adults ...	...	52	532	212	800	427	...	51	4	2,078	108
Other Schools ...	...	...	...	...	...	13,375	...	...	...	13,375	12,000
Forest Schools ...	...	11	...	...	1	73	...	...	...	85	...
Totals ...	197	374	668	286	897	15,657	1	70	29	18,179	12,854
University and Intermediate Education.											
Law ...	2	5	16	...	12	49	1	1	5	91	9
Medicine ...	4	1	28	...	4	19	2	5	...	63	28
Education ...	4	1	11	...	...	2	...	...	...	18	3
Engineering ...	10	...	33	...	7	11	...	3	5	69	5
Agriculture ...	...	...	...	..	3	34	...	...	5	42	2
Commerce ...	...	...	..	...	...	...	...	...	...	...	...
Forestry ...	7	3	4	...	3	9	...	...	1	27	6
Veterinary Science...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	27	10	92	...	29	124	3	9	16	310	53
GRAND TOTALS ...	224	384	760	286	926	15,781	4	79	45	18,489	12,907

VB.—*Race or Creed of Female Scholars receiving Vocational and Special Education in Burma Proper*, 1930-31.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural area.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(1	(11)	(12)
Schools—											
Arts Schools ...	3	...	...	...	...	3	...	...	...	6	...
Normal and Training Schools.	76	304	1	...	13	573	...	...	1	968	374
Medical Schools ...	5	6	1	...	1	5	...	...	1	19	...
Technical and Industrial Schools	...	8	...	...	...	3	...	...	...	11	...
Commercial Schools	51	5	1	...	...	22	...	...	...	79	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	10	...	...	...	9	...	...	...	19	...
Schools for Adults ...	1	7	85	...	·6	18	5	11	1	134	21
Other Schools ...	...	...	...	...	...	614	...	...	...	614	280
Totals ...	136	340	88	...	20	1,247	5	11	3	1,850	675
University and Intermediate Education.											
Law ...	...	1	1	...	...	1	...	...	...	3	...
Medicine ...	10	...	...	...	...	2	1	...	...	13	7
Education ...	2	1	1	...	1	3	...	...	3	11	...
Totals ...	12	2	2	...	1	6	1	...	3	27	7
GRAND TOTALS ...	148	342	90	...	21	1,253	6	11	6	1,877	682

VI-A.—*Men Teachers* (*Burma Proper*), 1930-31.

—	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree. (1)	Passed Matriculation or School Final. (2)	Passed Middle School. (3)	Passed Primary School. (4)	Lower Qualifications (5)	Certificated. (6)	Uncertificated (7)	Certificated. (8)	Uncertificated (9)	(10)	(11)	(12)
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government ...	...	...	...	5	...	1	...	47	...	5	48	53
Local Board or Municipal.	...	8	42	57	3	1	...	15	12	110	28	138
Aided ...	1	28	402	2,787	567	18	40	780	1,433	3,785	2,271	6,056
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	1	36	442	2,849	570	20	40	842	1,445	3,900	2,347	6 247
Middle Schools.												
Government ...	2	49	34	...	...	...	1	23	11	85	35	120
Local Board or Municipal.	...	17	145	77	4	3	...	32	28	243	63	306
Aided ...	20	207	743	983	184	28	22	600	413	2,137	1,063	3,200
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	22	273	922	1,060	188	31	23	655	452	2,465	1,161	3,626
High Schools.												
Government ...	87	193	68	8	5	5	33	32	19	361	89	450
Local Board or Municipal.	...	3	32	25	...	...	...	23	5	60	28	88
Aided ...	87	259	239	114	28	35	90	177	223	727	535	1,262
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	174	455	339	147	33	40	123	232	247	1,148	652	1,800
GRAND TOTALS ...	197	764	1,703	4,056	791	91	186	1,729	2,144	7,513	4,160	11,673

VI-B.—*Women Teachers (Burma Proper)*, 1930-31.

Class of Institutions.	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications	Certificated.	Uncertificated	Certificated.	Uncertificated			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Primary Schools.												
Government ...	...	...	...	...	...	...	...	1	...	...	1	1
Local Board or Municipal.	...	1	17	24	2	...	...	...	1	44	1	45
Aided ...	...	16	123	842	272	4	7	78	181	1,253	270	1,523
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	17	140	866	274	4	7	79	182	1,297	272	1,569
Middle Schools.												
Government ...	...	14	9	...	...	...	...	...	2	23	2	25
Local Board or Municipal.	...	8	61	75	6	1	...	3	5	150	9	159
Aided ...	7	176	355	482	122	1	3	87	90	1,142	181	1,323
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	7	198	425	557	128	2	3	90	97	1,315	192	1,507
High Schools.												
Government ...	7	41	24	...	...	...	...	4	3	72	7	79
Local Board or Municipal.	...	1	13	19	3	...	...	2	...	36	2	38
Aided ...	34	277	268	57	7	5	16	40	39	643	100	743
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	41	319	305	76	10	5	16	46	42	751	109	860
GRAND TOTALS ...	48	534	870	1,499	412	11	26	215	321	3,363	573	3,936

VII.—*European Education*, 1930-31.

European and Anglo-Indian population. { Males ... 17,769 / Females 13,082 / Total ... 30,851

Percentage to European and Anglo-Indian population of those at Schools. Males, 33·33 ; Females, 34·84 ; Total, 33·97.

—	Institution. (1)	Scholars on roll on March 31st. (2)	Number of females in Institutions for males and *vice versa*. (3)	Number of Non-Europeans on roll. (4)	Teachers. Trained. (5)	Teachers. Untrained. (6)	Expenditure from Government Funds. (7)	Expenditure from Local Funds.* (8)	Expenditure from Fees. (9)	Expenditure from Other sources. (10)	Total Expenditure. (11)
INSTITUTIONS FOR MALES.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	6	3,501	45	1,776	112	38	1,75,928	...	2,24,337	1,21,100	5,21,365
Middle Schools	3	819	275	330	26	8	20,994	...	38,340	18,975	78,309
Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Training Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	185	...	52	7	1	12,000	...	...	12,000	24,000
Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...
Totals ...	10	4,505	320	2,158	145	47	2,08,922	...	2,62,677	1,52,075	6,23,674
INSTITUTIONS FOR FEMALES.											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges	...	...	...	...	...	...	...	...	...	...	...
High Schools	11	3,711	949	1,406	119	23	1,34,554	...	1,74,828	1,21,100	4,30,482
Middle Schools	9	1,892	630	733	62	21	74,581	...	70,058	67,100	2,11,739
Primary Schools	3	316	159	182	5	10	10,273	...	13,892	9,925	34,090
Training Schools	2	49	...	2	4	..	6,375	...	...	6,375	12,750
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools.	1	8	...	...	1	...	...	...	...	700	700
Other Schools	...	...	...	...	...	...	...	...	...	...	...
Totals ...	26	5,976	1,738	2,323	191	54	2,25,783	...	2,58,778	2,05,200	6,89,761
GRAND TOTALS	36	10,481	...	4,481	336	101	4,34,705	...	5,21,455	3,57,275	13,13,435
Expenditure on Buildings includes Rs. 2,864 spent by the P.W.D.			Inspection ...				...	...	...	...	...
			Buildings, etc. ...				1,42,257	...	...	1,39,393	2,81,650
"Miscellaneous" includes the following main items—			Miscellaneous ...				68,049	...	5,90,961	17,853	6,76,863
Hostel charges											
Orphan stipends			Totals ...				2,10,306	...	5,90,961	1,57,246	9,58,513
Grants to poor scholars			GRAND TOTALS				6,45,011	...	11,12,416	5,14,521	22,71,948

* Include both District Boards and Municipal Funds.

VIII.—*Examination Results in Burma Proper* 1930-31.

Examinations.	Males.						Females.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.* (1)	Private. (2)	Total. (3)	Public.* (4)	Private. (5)	Total. (6)	Public.* (7)	Private. (8)	Total. (9)	Public.* (10)	Private. (11)	Total. (12)
DEGREE EXAMINATION.												
Arts and Science.												
D.Litt.	...	...	...	...	...	...	...	...	...	...	...	...
Ph.D.	...	...	...	...	...	...	...	...	...	...	...	...
D.Sc.	...	...	...	...	...	...	...	...	...	...	...	...
M.A.	3	..	3	3	...	3	...	...	...	...	...	...
M.Sc.	1	...	1	1	...	1	...	...	...	...	...	...
B.A. (Honours)	14	...	14	14	...	14	1	...	1	1	...	1
B.Sc. (Honours)	16	...	16	16	...	16	...	...	...	...	...	...
B.A. (Pass)	106	...	106	47	...	47	21	...	21	11	...	11
B.Sc. (Pass)	72	...	72	35	...	35	4	...	4	1	...	1
Law.												
Master of Law	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law	48	...	48	35	...	35	...	...	...	...	...	...
Medicine.												
M.D.	...	...	...	...	...	...	...	...	...	...	...	...
M.B.B.S.	...	...	...	...	...	...	...	...	...	...	...	...
L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...
M.C.P.& S.	...	...	...	...	...	...	...	...	...	...	...	...
M.S.F.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...
M.S.	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstitrics	...	...	...	...	...	...	...	...	...	...	...	...
B.Hyg.	...	...	...	...	...	...	...	...	...	...	...	...
D.P.H.	...	...	...	...	...	...	...	...	...	...	...	...
D.O.	...	...	...	...	...	...	...	...	...	...	...	...
B.Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...	...
D.T.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...
Engineering.												
Bachelor of C.E.	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of M.E.	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Mining and Metallurgy.	...	...	...	...	...	...	...	...	...	...	..	...
Education.												
B.E., B.T. & L.T.	...	...	...	...	...	...	...	...	...	...	...	...
Commerce.												
Master of Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture.												
Master of Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	...	...	...	...	...	...	...	...	...	...	...	...

* Appearing from recognized institutions.

VIII.—*Examination Results*

Males.

Examinations.	No. of Examinees.		
	Public.* (1)	Private. (2)	Total. (3)
Intermediate Examinations.			
Intermediate of Arts	456	...	456
Intermediate of Science			
Licentiate of Civil Engineering	...	...	...
Licence, Diploma or Certificate in Teaching ...	28	...	28
Intermediate or Diploma in Commerce ...	...	...	...
Licentiate of Agriculture	...	...	...
Veterinary Examination	...	...	...
School Examinations.			
(*a*) On completion of High School Course—			
Matriculation	...	...	...
High School Final (A.-V.), etc.	2,457	148	2,605
European High School	144	3	147
Cambridge Senior	...	...	...
Vernacular IX Standard (High)	663	413	1,076
(*b*) On completion of Middle School Course—			
Cambridge Junior	...	...	...
European Middle	541	3	544
Anglo-Vernacular Middle	6,758	595	7,353
Vernacular Middle	5,710	643	6,353
(*c*) On completion of Primary Course—			
Upper Primary	22,554	...	22,554
Lower Primary	35,331	...	35,331
(*d*) On completion of Vocational Course—			
For Teacher's Certificate—			
Vernacular, High	341	341	682
Vernacular, Lower	...	...	...
At Arts Schools	...	...	...
At Law Schools	...	...	...
At Medical Schools	...	...	...
At Engineering and Serveying Schools ...	...	...	...
At Technical and Industrial Schools ..	...	...	...
At Commercial Schools	...	...	...
At Agricultural Schools	...	...	...
At Other Schools	...	...	...

* Appearing from

in Burma Proper, 1930-31.

Females.								
Number Passed.			No. of Examinees.			Number Passed.		
Public.* (4)	Private. (5)	Total. (6)	Public.* (7)	Private. (8)	Total. (9)	Public.* (10)	Private. (11)	Total. (12)
182	...	182	58	...	58	33	...	33
...	...	...	...	...	...	...	...	...
22	...	22	11	...	11	8	...	8
..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
944	25	969	335	17	352	146	3	149
59	3	62	83	1	84	63	1	64
...	...	...	...	...	...	...	...	...
187	43	230	121	90	211	40	15	55
...	...	...	...	...	...	...	...	...
188	...	188	166	...	166	149	...	149
3,038	163	3,201	1,171	38	1,209	558	14	572
2,658	199	2,857	1,686	231	1,917	674	66	740
16,204	..	16,204	8,915	...	8,915	6,069	...	6,069
28,064	...	28,064	25,775	...	25,775	20,065	...	20,065
122	40	162	97	43	140	32	5	37
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

recognized Institutions.

IX.—*Statistics of Educational Institutions*

Type of Institutions. (1)	Number of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institutions. (2)	Scholars. (3)	Institutions. (4)	Scholars. (5)	Institutions. (6)	Scholars. (7)
I.—RECOGNIZED INSTITUTIONS.						
For Males						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	1	242	15	2,676	56	9,612
Middle Schools	5	573	213	26,534	636	75,456
Primary Schools	1	51	706	45,202	3,057	179,485
Training Schools	45	711	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	1	31	...	...	431	7,822
Total ...	53	1,608	934	74,412	4,180	272,375
For Females.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	...	...	20	1,560	23	2,265
Primary Schools	...	...	160	8,668	421	22,567
Training Schools	16	228	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Total ...	16	228	180	10,228	444	24,832
GRAND TOTAL ...	69	1,836	1,114	84,640	4,624	297,207
II.—UNRECOGNIZED INSTITUTIONS.						
For Males	...	...	...	...	14,822	155,999
For Females	...	...	...	...	8	175
Total ...	...	...	...	...	14,830	156,174
GRAND TOTAL ...	69	1,836	1,114	84,640	19,454	453,381

in Rural Areas in Burma Proper.

Total.		Expenditure on Institutions.				Number of Teachers.			
Institutions. (8)	Scholars. (9)	From Government Funds. (10)	From District Board Funds. (11)	From other sources. (12)	Total Expenditure. (13)	In Government Schools. (14)	In District Board Schools. (15)	In Private Schools. (16)	Total. (17)
		Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
72	12,530	1,57,594	1,49,283	59,073	3,65,950	16	94	305	415
854	102,563	3,57,568	9,90,336	2,82,421	16,30,325	35	904	2,203	3,142
3,764	224,738	2,44,506	14,92,222	38,284	17,75,012	4	1,063	3,999	5,066
45	711	80,692	...	...	80,692	46	...	...	46
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
432	7,853	60,804	160	12,000	72,964	2	...	444	446
5,167	348,395	9,01,164	26,3 ',001	3,91,778	39,24,943	103	2,0. 1	6,951	9,115
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
43	3,825	720	52,651	1,319	54,690	...	70	77	147
581	31,235	1,320	1,43,304	1,768	1,46,392	...	208	549	757
16	228	21,682	...	...	21,682	16	...	...	16
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
640	35,288	23,722	1,95,955	3,087	2,22,764	16	278	626	920
5,807	383,683	9,24,886	28,27,956	3,94,865	41,47,707	119	2,339	7,577	10,035
14.822	155,999								
8	175								
14,830	156,174								
20,637	539,857								

Explanatory Notes:—

(1) Figures for urban areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

I.—*Classification of Educational Institutions in Federated Shan States*, 1930-31.

—	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions.												
Universities ...	...	...	...	...	...	...	...	...	...	...	...	...
Boards of Secondary and Intermediate Examinations.	...	...	...	...	...	...	...	...	...	...	...	...
Colleges—												
Arts and Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade College.	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	1	...	...	1	...	2	...	...	...	...	...	...
Middle Schools—English...	...	...	...	5	...	5	...	...	...	3	...	3
Middle Schools—Vernacular	...	...	...	36	...	36	...	...	...	3	...	3
Primary Schools ...	...	...	...	135	...	135	...	...	...	13	...	13
Totals ...	1	...	...	177	...	178	...	...	...	19	...	19

I.—*Classification of Educational Institutions in Federated Shan States*, 1930-31—concld.

	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions—concld.												
Special Schools—												
Arts ...	...	...	...	...	...	...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Forest ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...	...
Medical ...	...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training ...	1	...	...	...	...	1	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial ...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial ...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	3	...	3	...	...	...	...	...	...
Totals ...	1	...	...	3	...	4	...	...	...	...	...	...
Totals for Recognized Institutions.	2	...	...	180	...	182	...	...	...	19	...	19
Totals for Unrecognized Institutions.	...	...	...	...	635	635	...	...	...	...	...	...
GRAND TOTALS ...	2	...	...	180	635	817	...	...	...	19	...	19

IIA.—*Distribution of Scholars attending Educational*

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	81	75	81	...	...	...	...	...	...
In Middle Schools { English ...	...	...	...	...	...	...	...	...	...
In Middle Schools { Vernacular	...	...	...	...	...	...	...	...	...
In Primary Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	81	75	81	...	...	...	...	...	...
In Arts Schools	...	...	...	...	...	...	...	...	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Forest Schools ...	...	...	...	...	...	...	...	...	...
In Veterinary Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	22	22	22	...	...	...	...	...	...
In Engineering Schools ...	...	...	...	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Reformatory Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	22	22	22	...	...	...	...	...	...
Totals for Recognized Institutions ...	103	97	103	...	...	...	...	...	...
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for males.	103	97	103	...	...	...	...	...	...

Institutions for Males in Federated Shan States, 1930-31.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
316	314	33	...	...	...	397	389	114	16
444	422	128	...	...	...	444	422	128	24
3,242	3,242	1,028	...	...	...	3,242	3,242	1,028	973
4,852	4,852	169	...	...	...	4,852	4,852	169	1,727
8,854	8,830	1,358	...	...	...	8,935	8,905	1,439	2,740
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	22	22	22	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
63	63	63	...	...	...	63	63	63	11
63	63	63	...	...	...	85	85	85	11
8,917	8,893	1,421	...	...	...	9,020	8,990	1,524	2,751
...	...	...	7,169	7,169	...	7,169	7,169	...	11
8,917	8,893	1,421	7,169	7,169	...	16,189	16,159	1,524	2,762

IIB.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING IN RECOGNIZED INSTITUTIONS.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Schools and Special Education.									
In High Schools ...	...	...	...	...	...	...	...	...	...
In Middle Schools, English ...	...	...	...	...	...	...	...	...	...
In Middle Schools, Vernacular ...	...	...	...	...	...	...	...	...	...
In Primary Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	...	...	...	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Totals for Recognized Institutions.	...	...	...	...	...	...	...	...	...
In Unrecognized Institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for Females.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for Males and Females.	103	97	103	...	...	...	...	...	...

Institutions for Females in Federated Shan States, 1930-31.

Aided.			Unaided.						
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	Grand total of Scholars on roll. (16)	Grand total of average attendance. (17)	Grand total of residents in approved hostels. (18)	Number of Males included in column (16). (19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
348	293	160	...	...	...	348	293	160	88
396	396	25	...	...	...	396	396	25	128
723	723	91	...	...	...	723	723	91	207
1,467	1,412	276	...	...	...	1,467	1,412	276	423
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1,467	1,412	276	...	...	...	1,467	1,412	276	423
...	...	...	...	...	...	...	...	...	...
1,467	1,412	276	...	...	...	1,467	1,412	276	423
10,384	10,305	1,697	7,169	7,169	...	17,656	17,571	1,800	...

III A.—*Expenditure on*

Expenditure on Building includes Rs. 37,427 spent

"Miscellaneous" includes the following main items :—

Hostel charges.
Scholarships.
Stipends, etc.

—	Government Institutions.					
	Federated funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	75,012	...	...	...	...	75,012
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	75,012	..	...	...	...	75,012
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	3,195	...	...	...	...	3,195
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Schools for Defectives	...					...
Other Schools	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Totals ...	3,195	...	...	...	...	3,195
GRAND TOTALS ...	78,207	...	...	...	...	78,207

Education for Males in Federated Shan States, 1930-31.

by the Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Federated funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Federated funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	9,563	...
...	...	...	...	...	...	63,718	...
...	...	...	...	...	...	56,875	...
...	...	...	...	...	...	31,531	...
...	...	...	...	...	...	1,61,687	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,61,687	...

IIIA.—*Expenditure on Education for Males in Federated Shan States*—concld.

Expenditure on Building includes Rs. 37,427 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel charges.
Scholarships.
Stipends, etc.

	Aided Institutions—*concld.*				Recognised unaided Institutions.		
	Municipal Funds. (15)	Fees. (16)	Other sources. (17)	Total. (18)	Fees. (19)	Other sources. (20)	Total. (21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	...	14,990	8,267	32,820	...	...	...
Middle Schools—							
English	...	4,894	...	68,612			
Vernacular	...	1,760	7,200	65,835	...	...	...
Primary Schools	...	803	4,162	36,496	...	...	...
					...	...	...
Totals ...	...	22,447	19,629	2,03,763	...	...	...
SPECIAL.							
Medical Schools	...	...	...	..	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	..	...	...	..
Other Schools	...	...	...	...	...	...	...
Veterinary Schools ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	22,447	19,629	2,03,763	...	...	...

	Total expenditure from					
	Federated funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	25,096	...	...	...	...	25,096
Inspection ...	28,473	...	...	...	...	28,473
Buildings, etc. ...	41,404	...	...	...	5,271	46,675
Miscellaneous ...	8,559	...	...	40,730	77,953	1,27,242
Totals ...	1,03,532	...	...	40,730	83,224	2,27,486
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	84,575	...	...	14,990	8,267	1,07,832
	63,718	...	...	4,894	...	68,612
	56,875	...	...	1,760	7,200	65,835
	31,531	...	...	803	4,162	36,496
	2,36,699	...	...	22,447	19,629	2,78,775
	...	...	...	...	...	...
	3,195	...	...	...	...	3,195
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	3,195	...	...	...	...	3,195
	3,43,426	...	...	63,177	1,02,853	5,09,456

IIIB.—*Expenditure on Education for*

Expenditure on Building includes Rs. *Nil* spent

"Miscellaneous" includes the following main items :—

Hostel charges.
Scholarships.
Stipends, etc.

—	Government Institutions.					
	Federated funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	...	...	...	...	...	...
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
Grand Totals for Females ...	...	...	...	...	...	...
Grand Totals for Males ...	78,207	...	...	...	...	78,207
GRAND TOTALS FOR ALL ...	78,207	...	...	...	...	78,207

Females in Federated Shan States, 1930-31.

by the Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Federated funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Federated funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,09,845	...
...	...	...	...	...	...	10,066	...
...	...	...	...	...	...	1,728	...
...	...	...	...	...	...	1,21,639	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,21,639	...
...	...	...	...	...	...	1,61,687	...
...	...	...	...	...	...	2,83,326	...

IIIB.—*Expenditure on Education for Females in Federated Shan States*, 1930-31—concld.

Expenditure on Building includes Rs. *Nil* spent by the Public Works Department on Educational Buildings.

" Miscellaneous " includes the following main items :—

Hostel charges.

Scholarships.

Stipends, etc.

—	Aided Institutions—*concld.*				Recognised unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	(17)	(18)	(19)	(20)	(21)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	.	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	.	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	...	..	...	...	...	...	...
Middle Schools—							
English	...	15,796	13,585	1,39,226	...	...	...
Vernacular	...	1,091	1,662	12,849	...	...	...
Primary Schools	...	50	1,121	2,899	...	...	...
Totals ...	...	16,937	16,398	1,54,974	...	...	...
SPECIAL.							
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...
Veterinary Schools ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
Grand Totals for Females ...	...	16,937	16,398	1,54,974	...	...	...
Grand Totals for Males ...	...	22,447	19,629	2,03,763	...	...	...
GRAND TOTALS FOR ALL ...	...	39,384	36,027	3,58,737	...	...	...

	Total expenditure from					
	Federated funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...
Buildings, etc. ...	3,260	...	...	...	1,966	5,226
Miscellaneous ...	4,762	...	...	22,890	39,621	67,273
Totals ...	8,022	...	...	22,890	41,587	72,499
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	1,09,845	...	...	15,796	13,585	1,39,226
	10,066	...	...	1,091	1,692	12,849
	1,728	...	...	50	1,121	2,899
	1,21,639	...	...	16,937	16,398	1,54,974
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	1,29,661	...	...	39,827	57,985	2,27,473
	3,43,426	...	...	63,177	1,02,853	5,09,456
	4,73,087	...	...	1,03,004	1,60,838	7,36,929

IV-A.—*Race or Creed of Male Scholars receiving General Education, Federated Shan States*, 1930-31.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Population ...	669	16,186	22,181		5,339	613,330	...	658	134,082	792,445	
School Education.											
Primary—Classes											
I	34	962	171	8	93	2,418	...	5	9	3,700	427
II	8	258	47	2	35	589	...	6	9	954	715
III	5	198	26	...	22	438	...	3	19	711	507
IV	7	129	28	...	15	352	...	1	18	550	363
Middle—											
V	7	94	17	...	8	141	...	1	15	283	150
VI	2	64	6	...	9	101	...	4	9	195	98
VII	7	51	10	...	6	85	...	...	7	166	90
High—											
VIII	...	6	1	...	1	12	...	1	...	21	10
IX	...	6	...	...	2	9	...	...	...	17	8
X	...	6	3	...	1	11	...	...	...	21	8
Totals ...	70	1,774	309	10	192	4,156	...	21	86	6,618	2,376
University and Intermediate Education.											
Intermediate classes											
1st year	...	...	...	...	...	...	...	...	...	..	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes—											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions.	70	1,774	309	10	192	4,156	...	21	86	6,618	2,376
Number of scholars in unrecognized institutions.	...	47	189	...	...	6,922	...	...	...	7,158	7,086
GRAND TOTALS ...	70	1,821	498	10	192	11,078	...	21	86	13,776	9,462

IV-B.—*Race or Creed of Female Scholars receiving General Education, Federated Shan States, 1930-31.*

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammedans.	Buddhists	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Population ...	504	14,714	5,654		2,106	603,683	...	260	126,083	753,004	
School Education.											
Primary—Classes											
I	32	589	35	...	63	1,836	...	1	...	2,556	116
II	13	131	6	...	14	364	...	...	...	528	415
III	13	104	3	...	11	176	...	...	...	307	230
IV	13	49	...	...	7	122	...	...	...	191	126
Middle—											
V	11	26	1	...	2	33	...	1	...	74	40
VI	11	26	1	...	...	21	...	2	...	61	22
VII	6	9	...	...	1	34	...	...	...	50	23
High—											
VIII	...	1	...	...	1	2	...	...	...	4	...
IX	3	1	...	...	1	...	...	1	...	6	...
X	1	1	...	...	1	4	...	...	...	7	...
Totals ...	103	937	46	...	101	2,592	...	5	...	3,784	972
University and Intermediate Education.											
Intermediate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions.	103	937	46	...	101	2,592	...	5	...	3,784	972
Number of scholars in unrecognized institutions.	...	7	4	...	...	...	...	...	...	11	...
GRAND TOTALS ...	103	944	50	...	101	2,592	...	5	...	3,795	972

V-A.—*Race or Creed of Male Scholars receiving Vocational and Special Education, Federated Shan States*, 1930-31.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural area.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Schools—											
Arts Schools ...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools.	...	8	...	...	...	14	...	...	...	22	10
Engineering and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...
Forest Schools ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	52	...	...	...	52	52
Totals ...	...	8	...	...	...	66	...	...	...	74	62
Colleges.											
Medical ...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	8	...	...	...	66	...	...	..	74	62

V-B.—*Race or Creed of Female Scholars receiving Vocational and Special Education, Federated Shan States*, 1930-31.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural area.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Schools—											
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools.	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	..	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	. .	. .	...
Other Scho ...	...	...	...	...	...	11	...	...	...	11	11
Totals ...	...	...	...	...	...	11	...	...	...	11	11
Colleges.											
Medicine ...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	...	...	...	...	11	...	...	...	11	11

VI-A.—*Men Teachers (Federated Shan States)*, 1930-31.

Class of Institutions.	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School	Lower Qualifications	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal. Aided ...	...	...	14	116	13	...	...	7	52	143	59	202
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	14	116	13	...	...	7	52	143	59	202
Middle Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal. Aided ...	...	...	32	60	8	...	...	10	19	100	29	129
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	32	60	8	...	...	10	19	100	29	129
High Schools.												
Government ...	2	2	1	...	...	...	1	...	2	5	3	8
Local Board or Municipal. Aided ...	...	2	4	...	...	...	1	2	...	6	3	9
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	2	4	5	...	...	...	2	2	2	11	6	17
Grand Totals ...	2	4	51	176	21	...	2	19	73	254	94	348

VI-B.—*Women Teachers (Federated Shan States)*, 1930-31.

	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	5	10	8	...	...	...	12	23	12	35
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	5	10	8	...	...	...	12	23	12	35
Middle Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	3	14	11	27	7	1	...	3	10	62	14	76
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3	14	11	27	7	1	...	3	10	62	14	76
High Schools.												
Government ...	...	1	...	...	...	...	...	...	...	1	...	1
Local Board and Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	2	4	...	...	...	...	...	...	6	...	6
Unaided ...	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	...	3	4	...	...	...	...	...	...	7	...	7
GRAND TOTAL ...	3	17	20	37	15	1	...	3	22	92	26	118

VIII.—*Examination Results in*

Examinations.	Males		
	Number of Examinees.		
	Public.* (1)	Private. (2)	Total. (3)
DEGREE EXAMINATIONS.			
Arts and Science.			
D.Litt.			
Ph.D.			
D.Sc.			
M.A.			
M.Sc.			
B.A. (Honours)			
B.Sc. (Honours)			
B.A. (Pass)			
B.Sc. (Pass)			
Law.			
Master of Law			
Bachelor of Law			
Medicine.			
M.D.			
M.B.B.S.			
L.M. & S.			
M.C.P. & S. (Bombay)			
M.S.F.M. (Calcutta)			
M.S.			
M. Obstetrics			
B. Hyg.			
D.O.			
D.P.H.			
B.Sc. (Sanitary)			
D.T.M. (Calcutta)			
Engineering.			
Bachelor of C.E.			
Bachelor of M.E.			
Bachelor of Mining and Metallurgy			
Education.			
B.E., B.T. & L.T.			
Commerce.			
Master of Commerce			
Bachelor of Commerce			
Agriculture.			
Bachelor of Agriculture			
Master of Agriculture			

* Appearing

Federated Shan States, 1930-31.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public. (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)

recognized institutions.

VIII.—*Examination Results*

Males.

Examinations.	Number of Examinees.		
	Public.* (1)	Private. (2)	Total. (3)
Intermediate Examinations.			
Intermediate in Arts	...	...	...
Intermediate in Science	...	...	...
Licence, Diploma or Certificate in Teaching ...	...	...	...
Intermediate or Diploma in Commerce ...	...	...	...
Licentiate of Agriculture	...	...	...
Veterinary Examinations	...	...	...
School Examinations.			
(*a*) On completion of High School Course—			
Matriculation	...	...	...
High School Final (A.-V.), etc.	21	4	25
European High School	...	...	...
Cambridge Senior	...	...	...
Vernacular High (IX Standard)	...	3	3
(*b*) On completion of Middle School Course—			
Cambridge Junior	...	...	...
European Middle	5	...	5
Anglo-Vernacular Middle	84	13	97
Vernacular Middle	62	23	85
(*c*) On completion of Primary Course—			
Upper Primary	435	...	435
Lower Primary	558	...	558
(*d*) On completion of Vocational Course—			
Teachers' Certificate { Vernacular Higher	...	...	...
Teachers' Certificate { Vernacular Lower	...	...	...
At Arts Schools	...	...	...
At Law Schools	...	...	...
At Medical Schools	...	...	...
At Technical and Industrial Schools ...	...	...	...
At Engineering Schools	...	...	...
At Commercial Schools	...	...	...
At Agricultural Schools	...	...	...
At other Schools	...	...	...

* Appearing from

in Federated Shan States, 1930-31—concld.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public.* (4)	Private. (5)	Total. (6)	Public.* (7)	Private. (8)	Total. (9)	Public.* (10)	Private. (11)	Total. (12)
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
14	...	14	6	...	6	5	...	5
...	...	...	...	...	...	...	...	...
...	...	...	...	1	1	...	1	1
...	...	...	...	...	...	...	...	...
5	...	5	9	...	9	6	...	6
59	8	67	15	...	15	11	...	11
35	12	47	26	12	38	19	2	21
287	...	287	162	...	162	111	...	111
474	...	474	435	...	435	337	...	337
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

recognized institutions.

IX.—*Statistics of Educational Institutions in*

Type of Institutions.	Number of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—RECOGNIZED INSTITUTIONS.						
For Males.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	...	...	...	...	36	2,975
Primary Schools	...	...	...	...	121	4,846
Training Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	3	63
Total .	...	...	...	...	160	7,884
For Females.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Training Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	...	...	...	...	160	7,884
II.—UNRECOGNIZED INSTITUTIONS.						
For Males	...	...	...	...	625	6,947
For Females	...		...	...	...	...
Total ...	...	...	...	...	625	6,947
GRAND TOTAL ...	...	...	...	...	785	14,831

Rural Areas in Federated Shan States.

Total,		Expenditure on Institutions.				Number of Teachers.			
Institutions. (8)	Scholars. (9)	From Government Fund. (10)	From District Board Fund. (11)	From other sources. (12)	Total Expenditure. (13)	In Government Schools. (14)	In District Board Schools. (15)	In Private Schools. (16)	Total. (17)
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
36	2,975	1,24,230	...	9,984	1,34,214	...	...	169	169
121	4,846	93,518	...	960	94,478[2]	...	...	174	174
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
3	63	276	...	...	276	...	...	3	3
160	7,884	2,18,024	...	10,944	2,28,968	...	...	346	346
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
160	7,884	2,18,024	...	10,944	2,28,968	...	...	346	346
625	6,947								
..	...								
625	6,947								
785	14,831								

Explanatory Notes :—

(1) Figures for Urban Areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table include statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

Supplement to the Annual Report on Public Instruction in Burma for the year 1930-31.

SUPPLEMENTARY TABLES.

No. 1.—*The following statement shows the number of Officers belonging to the various Educational Services of the Province in* 1929-30 *and* 1930-31 (Chapter II).

Name of Service.	Number of Officers.	
	1929-30.	1930-31.
Indian Educational Service	27	25
Burma Educational Service	50	50
Subordinate Educational Service	1,217	1,159
Posts outside Indian Educational Service or Burma Educational Service	6	6

No. 2.—*The following is a comparative statement of University Examinatio Results*, 1929-30 *and* 1930-31 (Chapter III).

Nature of Examination.	1929-30.			1930-31.		
	Number presented.	Number passed.	Percentage	Number presented.	Number passed.	Percentage
Intermediate Examination of Rangoon University.	528	202	38	514	215	42
Bachelor Degree. Arts ...	132	90	68	142	73	51
Bachelor Degree. Science ...	61	39	64	92	52	57
Master of Arts Degree ...	9	5	56	3	3	100
Master of Science Degree ...	2	2	100	1	1	100
Bachelor of Law Degree ...	39	19	49	48	35	73

No. 3.—*English Secondary Schools according to management*, 1929-30 *and* 1930-31 (Chapter IV).

Schools.	Managed by Government.			Under Private Management.			Total.		
	1929-30.	1930-31.	Actual increase or decrease.	1929-30.	1930-31.	Actual increase or decrease.	1929-30.	1930-31	Actual increase or decreased.
European Schools. For Boys. High	1	1	...	5	5	...	6	6	...
European Schools. For Boys. Middle	...	...	...	3	3	...	3	3	...
European Schools. For Girls. High	...	...	...	11	11	...	11	11	...
European Schools. For Girls. Middle	...	...	...	9	9	...	9	9	...
Anglo-Vernacular Schools. For Boys. High	30	30	...	64	64	...	94	94	...
Anglo-Vernacular Schools. For Boys. Middle	16	16	...	100	99	- 1	116	115	- 1
Anglo-Vernacular Schools. For Girls. High	...	...	...	12	13	+ 1	12	13	+ 1
Anglo-Vernacular Schools. For Girls. Middle	...	...	...	23	22	- 1	23	22	- 1
Total ... Boys ...	47	47	...	172	171	- 1	219	218	- 1
Total ... Girls ...	...	...	...	55	55	...	55	55	...
GRAND TOTAL ...	47	47	...	227	226	- 1	274	273	- 1

No. 4.—*Vernacular Secondary Schools according to management,* 1929-30 *and* 1930-31 (Chapter IV).

Schools.		Public Schools under Public Management.									Public Schools under Private Management, aided by Government or District Board or Municipal Board.			Total.		
		Government.			District Board.			Municipal Board.								
		1929-30.	1930-31.	Increase or decrease.	1929-30.	1930-31.	Increase or decrease.	1929-30.	1930-31.	Increase or decrease.	1929-30.	1930-31.	Increase or decrease.	1929-30.	1930-31.	Actual increase or decrease.
For Boys ...	High ...	...	...	...	7	9	+ 2	5	6	+ 1	65	79	+14	77	94	+17
	Middle ...	7	5	- 2	47	48	+ 1	15	20	+ 5	957	945	−12	1,026	1,018	- 8
For Girls ...	High ...	...	...	...	1	...	- 1	1	1	...	1	1	...	3	2	- 1
	Middle ...	...	...	...	3	4	+ 1	7	6	- 1	62	67	+ 5	72	77	+ 5
Total ...	Boys ...	7	5	- 2	54	57	+ 3	20	26	+ 6	1,022	1,024	+ 2	1,103	1,112	+ 9
	Girls ...	...	...	...	4	4	...	8	7	- 1	63	68	+ 5	75	79	+ 4
GRAND TOTAL ...		7	5	- 2	58	61	+ 3	28	33	+ 5	1,085	1,092	+ 7	1,178	1,191	+13

No. 5.—*Number of Pupils receiving Secondary Education*, 1929-30 *and* 1930-31 (Chapter IV).

			1929-30.	1930-31.	Actual increase or decrease.
In European Schools for Boys and Girls.	Boys ...	High stage ...	499	471	– 28
		Middle stage ...	1,508	1,471	– 37
	Girls ...	High stage ...	314	284	– 30
		Middle stage ...	1,008	941	– 67
In Anglo-Vernacular Schools for Boys and Girls.	Boys ...	High stage ...	5,728	6,130	+ 402
		Middle stage ...	17,323	18,145	+ 822
	Girls ...	High stage ...	968	1,010	+ 42
		Middle stage ...	3,419	3,768	+ 349
In Vernacular Schools for Boys and Girls.	Boys ...	High stage ...	982	1,231	+ 249
		Middle stage ...	16,825	19,340	+ 2,515
	Girls ...	High stage ...	151	222	+ 71
		Middle stage ...	5,245	6,072	+ 827
Total ...		Boys ...	42,855	46,788	+ 3,923
		Girls ...	11,105	12,297	+ 1,192
GRAND TOTAL ...			53,970	59,085	+ 5,115

No. 6.—*Examinations* (Chapter IV).

Nature of Examination.	1929-30.		1930-31.		Percentage.	
	Number presented.	Number passed.	Number presented.	Number passed.	1929-30.	1930-31.
Anglo-Vernacular High School ...	2,384	664	2,988	1,137	28	38
European High School ...	171	101	231	126	59	55
Vernacular High School (IXth Standard).	1,181	461	1,291	286	39	22
European Middle School ...	688	335	724	357	49	49
Anglo-Vernacular Middle School ...	7,383	2,618	8,673	3,851	35	44
Vernacular Middle School (VIIth Standard).	7,704	3,292	8,393	3,665	42	44

No. 7.—*The Total Number of Schools of all Grades in which Primary Education is imparted in* 1929-30 *and* 1930-31 *was as follows* (Chapter V).

		1929-30.	1930-31.	Actual increase or decrease.
Government	European	1	1	...
	Anglo-Vernacular	46	46	...
	Vernacular	35	35	...
	Total	82	82	..
District Board	Anglo-Vernacular	...	...	...
	Vernacular	71	81	+ 10
Municipal Board	Anglo-Vernacular	...	...	...
	Vernacular	37	49	+ 12
	Total	108	130	+ 22
Private Management	European	32	31	- 1
	Anglo-Vernacular	211	210	- 1
	Vernacular	6,001	6,006	+ 5
	Total	6,244	6,247	+ 3
	GRAND TOTAL	6,434	6,459	+ 25

No. 8.—*The Total Number of Pupils in Primary Schools and Primary Standards of Secondary Schools of all kinds in the two years under comparison was as follows* (Chapter V).

		1929-30.	1930-31.	Actual increase or decrease.
European Schools	Boys	3,636	3,796	+ 160
	Girls	2,998	3,276	+ 278
	Total	6,634	7,072	+ 438
Anglo-Vernacular Schools	Boys	24,239	23,076	- 1,163
	Girls	8,233	8,193	- 40
	Total	32,472	31,269	- 1,203
Vernacular Schools	Boys	234,470	238,636	+ 4,166
	Girls	180,436	187,633	+ 7,197
	Total	414,906	426,269	+ 11,363
Total	Boys	262,345	265,508	+ 3,163
	Girls	191,667	199,102	+ 7,435
	GRAND TOTAL	454,012	464,610	+ 10,598

No. 9.—*Distribution of Pupils between Monastic and Lay Schools* (Chapter V).

		1929-30.	1930-31.	Actual increase or decrease.
Monastic Schools	Boys	66,275	59,888	- 6,387
	Girls	28,285	22,664	- 5,621
	Total	94,560	82,552	- 12,008
Lay Schools	Boys	186,055	199,328	+ 13,273
	Girls	157,494	171,263	+ 13,769
	Total	343,549	370,591	+ 27,042
Total	Boys	252,330	259,216	+ 6,886
	Girls	185,779	193,927	+ 8,148
	GRAND TOTAL	438,109	453,143	+ 15,034

No. 10.—*The Number of Students undergoing Training in the several grades in the Anglo-Vernacular and Vernacular Normal Schools in* 1929-30 *and* 1930-31 *respectively was as follows* (Chapter VII).

		1929-30.			1930-31.		
		Teachers' Certificate.	Kindergarten.	Total.	Teachers' Certificate.	Kindergarten.	Total.
Anglo-Vernacular	Men	70	...	70	80	...	80
	Women	82	160	242	75	167	242
	Total	152	160	312	155	167	322
Vernacular	Men	538	...	538	575	...	575
	Women	180	...	180	220	...	220
	Total	718	...	718	795	...	795
Total of Men		608	...	608	655	...	655
Total of Women		262	160	422	295	167	462
GRAND TOTAL		870	160	1,030	950	167	1,117

No. 11.—*The following Table shows Anglo-Vernacular Examination Results* (Chapter VII).

		1929-30.			1930-31.		
		Presented.	Passed.	Per-centage.	Presented.	Passed.	Per-centage.
Teachers' certificate	Trained	195	Men 25, Women 62 = 87	45	249	Men 53, Women 49 = 102	41
	Untrained.	104	Men 23, Women 6 = 29	28	142	Men 40, Women 2 = 42	30
Total ...		299	116	39	391	144	36
Kindergarten.	Trained	108	78	72	103	50	48
	Untrained.	...	...	...	...	...	...
Total ...		108	78	72	103	50	48

The Results in the Vernacular Examination are as follows :—

		1929-30.			1930-31.		
		Presented.	Passed.	Per-centage.	Presented.	Passed.	Per-centage
Teachers' certificate	Trained	365	Men 195, Women 44 = 239	65	438	Men 122, Women 32 = 154	35
	Untrained.	271	Men 97, Women 12 = 109	40	384	Men 40, Women 5 = 45	12
Total ...		636	348	55	822	199	24

No. 12.—*The following Statement shows Attendance and Examination Results in the Government Technical Institute, Insein*, 1930-31 (Chapter VII).

	Class.	No. at beginning of session.		Left during the session.		No. remaining at the end of session.		Passes.	
		1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term	1st Term.	2nd Term.
Civil Engineering.	C^6	...	...	...	...	...	...	...	...
	C^5	22	26	1	...	21	26	19	24
	C^4	24	19	...	...	24	19	23	16
	C^3	19	21	...	...	19	21	18	19
	C^2	30	29	7	...	23	29	20	28
	C^1	33	28	4	...	29	28	22	23
Mechanical Engineering.	M^5	12	8	3	1	9	7	...	4
	M^4	13	8	1	...	12	8	11	7
	M^3	8	8	...	1	8	7	8	5
	M^2	...	10	...	1	...	9	...	8
	M^1	9	13	...	...	9	13	8	11

No. 13.—*The following is a comparative statement relating to Slöjd and Needlework* (Chapter VII).

	1929-30.			1930-31.		
	Number of Schools.	Number presented	Number passed.	Number of Schools.	Number presented.	Number passed.
Slöjd ...	68	12,738	11,059	72	12,947	11,518
Needlework	870	25,924	21,643	860	27,080	24,078

No. 14.—*The following is a comparative statement of the situation in respect of*

Public Institutions.	1929-30. Institutions for Girls. Number of Institutions.	Number of Pupils.	Number of Boys.	Number of Girls.	Number of Girls in other Institutions.	Total number of Girls under Instruction.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—COLLEGES.	...	...	...	...	186	186
Training Schools	40	788	6	782	184	966
Special Schools	3	126	...	126	676	802
II.—EUROPEAN SCHOOLS.						
Secondary Schools — High Stage ...	H.S. 11	318	4	314	...	314
Secondary Schools — Middle Stage	M.S. 9	1,054	107	947	61	1,008
Secondary Schools — Primary Stage	...	3,868	1,312	2,556	268	2,824
Primary Schools	3	349	175	174	...	174
Total ...	23	5,589	1,598	3,991	329	4,320
III.—ANGLO-VERNACULAR SCHOOLS.						
Secondary Schools — High Stage ...	H.S. 12	535	...	535	433	968
Secondary Schools — Middle Stage	M.S. 23	1,848	229	1,619	1,800	3,419
Secondary Schools — Primary Stage	...	5,738	2,148	3,590	4,360	7,950
Primary Schools	3	330	202	128	155	283
Total ...	38	8,451	2,579	5,872	6,748	12,620
IV.—VERNACULAR SCHOOLS.						
Secondary Schools — High Stage ...	H.S. 3	51	...	51	100	151
Secondary Schools — Middle Stage	M.S. 72	1,108	301	807	4,438	5,245
Secondary Schools — Primary Stage	...	7,054	2,482	4,572	45,069	49,641
Primary Schools	654	35,844	11,798	24,046	106,749	130,795
Total ...	729	44,057	14,581	29,476	156,356	185,832
V.—SUMMARY.						
Colleges	...	...	...	...	186	186
Training Schools	40	788	6	782	184	966
Special Schools	3	126	...	126	676	802
European Schools	23	5,589	1,598	3,991	329	4,320
Anglo-Vernacular Schools ...	38	8,451	2,579	5,872	6,748	12,620
Vernacular Schools	729	44,057	14,581	29,476	156,356	185,832
GRAND TOTAL ...	833	59,011	18,764	40,247	164,479	204,726

Girls in recognized schools in the year 1929-30 *and* 1930-31.

1930-31.						Comparison of 1929-30 and 1930-31.	
Institutions for Girls.							
Number of Institutions.	Number of Pupils.	Number of Boys.	Number of Girls.	Number of Girls in other Institutions.	Total number of Girls under Instruction.	Number of Schools for Girls (actual increase or decrease).	Number of Girls under Instruction (actual increase or decrease).
(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
...	...	...	...	178	178	...	− 8
38	791	11	780	188	968	− 2	+ 2
3	123	1	122	771	893	...	+ 91
H.S. 11	287	3	284	...	284	...	− 30
M.S. 9	987	103	884	57	941	...	− 67
...	4,329	1,473	2,856	263	3,119	...	+ 295
3	316	159	157	...	157	...	− 17
23	5,919	1,738	4,181	320	4,501	...	+ 181
H.S. 13	562	2	560	450	1,010	+ 1	+ 42
M.S. 22	1,966	251	1,715	2,053	3,768	− 1	+ 349
...	5,594	2,134	3,460	4,458	7,918	...	− 32
3	298	172	126	149	275	...	− 8
38	8,420	2,559	5,861	7,110	12,971	...	+ 351
H.S. 2	43	...	43	179	222	− 1	+ 71
M.S. 77	1,318	350	968	5,104	6,072	+ 5	+ 827
...	7,727	2,802	4,925	46,590	51,515	...	+ 1,874
652	36,107	11,858	24,249	111,869	136,118	− 2	+ 5,323
731	45,195	15,010	30,185	163,742	193,927	+ 2	+ 8,095
...	...	...	...	178	178	...	− 8
38	791	11	780	188	968	− 2	+ 2
3	123	1	122	771	893	...	+ 91
23	5,919	1,738	4,181	320	4,501	...	+ 181
38	8,420	2,559	5,861	7,110	12,971	...	+ 351
731	45,195	15,010	30,185	163,742	193,927	+ 2	+ 8,095
833	60,448	19,319	41,129	172,309	213,438	...	+ 8,712

No. 15.—*The following Statement shows the success of Girl Candidates in Public Examination* (Chapter VI).

Female Candidates.	1929-30.			1930-31.		
	Number presented.	Number passed.	Percentage.	Number presented.	Number passed.	Percentage.
M.A. Degree Examination	3	2	66	...	...	...
M. Sc. Degree Examination	2	2	100	...	...	...
B.A. Degree Examination	22	21	95	22	12	55
B.Sc. Degree Examination	4	3	75	4	1	25
Intermediate Examination of Rangoon University	61	29	48	58	33	57
European High School Examination ...	83	56	67	84	64	76
Anglo-Vernacular High School Examination ...	242	70	29	358	154	43
Vernacular High School Examination ...	185	77	42	212	56	26
European Middle School Examination ...	233	136	58	175	164	94
Anglo-Vernacular Middle School Examination	1,009	358	35	1,224	583	48
Vernacular Middle School Examination ...	1,862	843	45	1,955	761	39

No. 16.—*The following is a Statement for European Pupils under instruction* (Chapter VIII).

		1929-30.	1930-31.	Actual increase or decrease.
Collegiate Stage	Men	66	91	+ 25
	Women	39	43	+ 4
	Total	105	134	+ 29
Secondary Stage — High	Boys	346	302	- 44
	Girls	249	230	- 19
	Total	595	532	- 63
Secondary Stage — Middle	Boys	914	871	- 43
	Girls	793	734	- 59
	Total	1,707	1,605	-102
Primary Stage	Boys	1,995	1,950	- 4
	Girls	1,947	2,119	+172
	Total	3,942	4,069	+127
Training Schools	Men	3	3	...
	Women	75	76	+ 1
	Total	78	79	+ 1
Special Schools	Men	184	194	+ 10
	Women	57	60	+ 3
	Total	241	254	+ 13
Private Schools	Men	...	4	+ 4
	Women	...	...	...
	Total	...	4	+ 4
Total	Men	3,508	3,415	- 93
	Women	3,160	3,262	+102
	GRAND TOTAL	6,668	6,677	+ 9
(1) Europeans in non-European Schools		586	677	+ 91
(2) Total number of Europeans in European Schools		6,082	6,000	- 82
(3) Total number of non-Europeans in European Schools.		4,108	4,481	+373
	Total	10,776	11,158	+382

No. 17.—*Passes by Europeans and Anglo-Indians for the year* 1929-30 *and* 1930-31 (Chapter VIII).

		1929-30.	1930-31.
University	Degree	8	11
	Intermediate	29	26
Schools	High	76	96
	Middle	243	296

No. 18.—*Passes by the Mahomedans for the year* 1929-30 *and* 1930-31 (Chapter VIII).

		1929-30.	1930-31.
University	Degree	7	8
	Intermediate	8	19
Schools	High	32	95
	Middle	241	235

No. 19.—*The cost of Higher Education and of Secondary, Primary and Special Schools respectively was shared by tuition fees, public funds and other sources in the following proportions* (Chapter XI).

	1929-30.			1930-31.		
	Fees.	Public Funds.	Other Sources.	Fees.	Public Funds.	Other Sources.
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
Higher Education	14	77	9	14	72	14
Secondary Schools	27	57	16	26	59	15
Primary Schools	4	93	3	4	93	3
Special Schools	2	94	4	1	92	7

G.B.C.P.O.—No. 96, D.P.I.,—9-1-32—1,032.



EIGHTH QUINQUENNIAL REPORT

ON

Public Instruction in Burma

FOR THE YEARS 1927-28 to 1931-32

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Supdt., Govt. Printing and Stationery, Burma
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RESOLUTION

ON THE

Eighth Quinquennial Report on Public Instruction in Burma

For the Years 1927-28 to 1931-32.

Extract from the Proceedings of the Government of Burma (Ministry of Education), No. 339Q32, dated the 4th January 1933.

READ—

The Eighth Quinquennial Report on Public Instruction in Burma for the years 1927-28 to 1931-32.

RESOLUTION.—The writer of this report, Mr. J. P. Bulkeley, C.I.E., I.E.S., has held the post of Director of Public Instruction for a great part of the quinquennium under review. He has been continuously in that post since March 1930, and officiated previously on several occasions.

The Local Government takes this opportunity of expressing its appreciation of Mr. Bulkeley's services to Education in the Province.

Largely owing to his efforts the national schools have found a definite place in the educational system of the Province and it is believed that all Aided Schools will acknowledge themselves indebted to his sympathetic advice.

Mr. Bulkeley has also worked hard to improve vernacular education and one result is the Compulsory Education Bill introduced into the Burma Legislative Council at the session in August 1932.

It is a matter for regret that in his last two years the financial situation has necessitated a great reduction in the expenditure on Education, but Mr. Bulkeley's advice has been of great service to the Local Government in its endeavour to maintain the essential structure although many desirable activities of the Department have had to be curtailed.

ORDERED THAT.—The Report and the Resolution be published and a copy forwarded to Mr. J. P. Bulkeley, C.I.E., I.E.S., for information.

By order,

H. G. WILKIE,
Secretary to the Government of Burma,
Education Department.

[The maximum limit of the body of the Report is 54 pages.]

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EIGHTH QUINQUENNIAL REPORT

ON

Public Instruction in Burma

For the Years 1927-28 to 1931-32.

CHAPTER I.

PRELIMINARY.

1. The general statistics for the quinquennium show that at its close there were 7,303 (6,885) recognised schools in the Province. The total number of pupils in recognised institutions at the end of the quinquennium was 525,013 (443,302). This figure amounts to only 28 per cent. (25 per cent.) of the children in Burma of school-going age (ages 6 to 11) according to the 1931 census figures. 354,991 (314,337) were in the Lower Primary, 92,563 (69,525) in the Upper Primary, 46,958 (37,248) in the Middle, 10,459 (6,190) in the High and 1,700 (1,531) in the Collegiate stages. The remaining 18,342 (14,471) were in technical schools or monastic schools teaching Pali for the Patamabyan examination. The increase of 418 schools and 81,711 pupils during a quinquennium characterised by rebellion, earthquakes, and severe financial depression may well occasion surprise, but there were no extraordinary economies during the first three years, and the effect of the extraordinary economies during the last two years is seen in the loss of 264 schools and 20,388 pupils in the last year of the period.

The percentage of pupils in the Lower Primary stages to the total under instruction in recognised schools was 68 (71) at the end of the quinquennium. Even this slight improvement is some cause for congratulation, but the percentage is still deplorably high and reveals the weakness of our present education system.

2. The two salient features of the quinquennium have been mutually antagonistic :—On the one hand the drastic economies necessarily effected in hard times by the Provincial Government and by Local Bodies ; on the other hand, the growth of an intense Burmese nationalism insistent on the provision of educational facilities worthy of the aspirations of a proud nation. This report will attempt to show how each of these factors influenced educational institutions and projects. It will therefore be a record of frustrated hopes and of a five years tug of war.

NOTE.—The figures in brackets refer to the year 1926-27.

3. The Burmese press paid much attention to education throughout the quinquennium and it occupied a considerable amount of the time of the Legislative Council. There were thirteen debates on resolutions connected with educational subjects, including the affairs of the Government Technical Institute at Insein ; the Conscience Clause ; the translation of scientific and technical books ; the methods adopted for raising money for the University Endowment Fund ; the Civil Service and Pleadership Examinations ; the use of the mother tongue as the medium of instruction ; the minimum number of pupils in higher classes to be required for the recognition of a Vernacular Middle School ; the opening of Government High Schools at certain centres ; and the teaching of Civil Engineering through the medium of Burmese. Many more motions on educational subjects were submitted to the ballot, but failed to survive it. Motions for grants were frequently used as occasions for criticism of the general policy or lack of policy of the Education Department. Six hundred and fifty-six questions connected with education were asked in the Legislative Council during the course of the quinquennium. Complaints of Government's failure to improve educational facilities became less acrimonious during the last year after a ten per cent. cut in the pay of all Government servants had been imposed and the financial difficulties of Government were more generally recognised.

4. The University building scheme was not completed till the end of the period. The figures in Chapter III will show how heavy a drain it was on the finances of the Province. Once begun the scheme had to be completed. Thanks to the good work of the University Building Trust this was done as economically as possible, but throughout the quinquennium it was necessary to exercise strict economy on other forms of educational expenditure. For this reason very few of the recommendations of the Technical and Vocational Education Committee which reported to Government during the year 1927 have so far been carried out. For the same reason Government could only partially carry out the important recommendations of three other committees : the Rangoon Playgrounds Committee which reported in 1926 ; a Departmental Committee for the improvement of Physical Training in Anglo-Vernacular Schools (1927) ; and the Committee on the extension of Scoutcraft and Physical Training to villages (1927). In 1930 Government began to refuse building grants for new projects although it managed to continue grants payable on projects which had already been sanctioned. In the year 1931 it became necessary to reduce the liberal minimum scale of pay prescribed during the preceding quinquennium for vernacular teachers under the Rural Self-Government Act.

5. Four and a half lakhs of rupees were saved during the last year of the quinquennium by emergency economies including the following :— disregistration of certain Anglo-Vernacular Aided Schools ; reduction

from Rs. 800 to Rs. 600 of the rate of contributions to Local Education Authorities for maintenance of new schools under a special five-year scheme (*vide* Chapter V, page 20); abolition of forty-two Elementary Teachers Training Classes; non-payment of results grants to Anglo-Vernacular and English Schools for hand-work and other special subjects; abolition of two posts in the recently created Physical Training Department (the post of part-time Director and one post of Assistant Inspector); reduction in the number of State Scholarships; withholding Mining Scholarships and Law Scholarships; reduction of remuneration to medical officers under the scheme for medical inspection of school children; discontinuance of the arts and crafts exhibition, the needle-work exhibitition and vacation courses for teachers. The Director and inspecting officers ceased to use Government launches for touring. During the last year of the quinquennium no grants were provided for newly-recognized schools and the amount of maintenance grants allowed to old schools was restricted to the amount provided in the preceding year.

6. At the close of the quinquennium additional economies amounting to a further sum of Rs. 4½ lakhs were imposed. They included the gradual abolition of Standards I and II in all Government Anglo-Vernacular Schools; contributions by Government to the hostel funds of Government schools were stopped; nine more Elementary Training Classes were closed; full salary grants for Weaving and Drawing were abolished; the medical inspection scheme which had recently been made compulsory for all aided schools was suspended; boarding grants were abolished; the government accountancy classes have been closed; capitation grants to night schools were suspended; Government insisted on the reduction of grade of certain less efficient aided schools and on the disregistration of others; State Scholarships and Engineering scholarships and stipends at the University will not be provided in 1933; the number of English and Anglo-Vernacular Scholarships, of Bridge Scholarships, and of scholarships and stipends tenable at the Medical College has been reduced. The abolition of the Anglo-Vernacular and English Middle School examinations at the end of the quinquennium effected some further economy. Grants by Government to the Boy Scouts and Girl Guides Associations, to the Young Men's Christian Association hostel, Bernard Free Library, St. John's Ambulance Association and other voluntary associations were also diminished. The annual grants to the Burma Society and Rangoon Teachers' Institute and Rice Grants to Pali teaching schools were suspended.

7. *School Buildings.*—Many important school buildings were erected before the financial depression stopped the provision of building grants. Government provided sixteen Local Education Authorities with building grants varying in amounts from Rs. 4,000 to Rs. 600 for

the erection of Board School buildings at Amarapura, Natogyi, Taungtha, Pagan, Myinni, Tawbu, Lethit, Ywagyi, Pyinzi, Zayatgyi, Nganun, Seywa, Letpanbya, Kyaukpadaung, Kyidaunggan, Kyithe, Kanbe, Kungyangon, Kyaiktaw, Gwa, Thayetchaung, Ngape, Mohnyin, Mogaung, Hopin, Kawa, Kyauktaga, Kywegyan, Martaban, Pindale, Myittha, Mudon, Paungbyin and Gangaw. Most of the vernacular School Board buildings so erected were of a substantial and dignified appearance and their provision has increased the prestige of vernacular education.

Many important aided school buildings were erected with the help of building grants. The most important were the new buildings of the Myoma National Boys' High School and Diocesan Girls' High School at Rangoon, and those of St. Luke's High School, Toungoo. Grants were provided towards new buildings or extensions for St. Mathew's Boys' School, Moulmein ; Diocesan Boys' High School, Rangoon ; A. B. M. Burmese High School, Henzada ; A. B. M. Karen High School, Tavoy ; St. Joseph's Convent School, Moulmein ; S. P. G. Royal School, Mandalay ; A. B. M. Girls' School, Thônzè ; Methodist Anglo-Vernacular School, Twante ; St. Joseph's Convent, Mandalay ; Aided National School, Ingabu ; St. Mary's English School, Mandalay ; Bunker Memorial School, Toungoo ; St. George's English School, Syriam ; Bengal Academy, Rangoon ; W. M. M. Boys' High School, Mandalay ; Syriam High School, Syriam ; Aided National School, Kyônpyaw ; St. Euphrasia's Convent School, Rangoon ; D. A. V. School, Mandalay ; A. B. M. Karen High School, Moulmein ; Aided National School, Lemyethna ; Pegu-Karen High School, Rangoon ; St. Aloysius R. C. M. School, Toungoo ; National Girls' School, Kemmendine ; St. Joseph's Chinese School, Mandalay ; Kingswood School, Kalaw ; St. Joseph's Convent School, Bassein ; St. Philip's English School, Rangoon, and St. Agnes' Convent School, Kalaw.

After the provision of building grants stopped the following schools were able to provide buildings or extensions to their buildings from their own resources :—A. B. M. Girls' School, Mandalay ; National School, Mandalay ; St. Mary's School, Mandalay ; National School, Meiktila ; D. A. V. School, Mandalay ; St. Michael's, Maymyo ; St. John's Convent, Maymyo ; St. Anthony's Girls' High School, Rangoon ; Bengal Academy, Rangoon ; St. Euphrasia's Convent, Rangoon ; Methodist English Girls' High School, Rangoon ; Huldah Mix School for Girls, Taunggyi ; Kingswood School, Kalaw ; Anglo-Vernacular Dhamamayon School, Kyauktaw ; Anglo-Vernacular School, Myohaung ; Anglo-Vernacular School, Ramree ; A. B. M. Pwo Karen High School, Bassein ; A. B. M. Girls' School, Bassein ; Anglo-Vernacular Buddhist School, Kyaunggôn ; A. B. M. Pwo Karen School, Maubin ; A. B. M. Karen High School, Henzada ; National High School, Kyônpyaw ; National High School, Pantanaw ; B. T. R. High School, Pakôkku ;

A. B. M. Chin School, Thayetmyo; Anglo-Vernacular Middle School, Ye-u; A. B. M. Girls' High School, Prome, and Anglo-Vernacular Buddhist High School, Minhla.

U Lekkhana of Toungoo, Superintendent of the only monastic Vernacular Normal School in the Province, erected class rooms, hostels and quarters for resident masters costing over Rs. 10,000, the whole of which was subscribed by his friends. Many Burmese and Karen vernacular schools put up buildings without help from Government.

The following Government Anglo-Vernacular Schools were provided with complete new buildings :—the Government High School, Insein (including a hostel) ; the Government Anglo-Vernacular Middle School at Pa-an ; Government Anglo-Vernacular High School, Myingyan ; Government High School, Moulmein, and Government High School, Akyab. Extensions were provided at the Government Normal School, Toungoo, and at the Government High Schools, Sagaing and Shwegyin. The Government High School, Pyapôn, was provided with a hostel. Three Government Anglo-Vernacular Schools at Magwe, Henzada and Yenangyaung are still in urgent need of complete new buildings.

8. Among the problems mentioned in former quinquennial and annual reports a certain number have been solved by time or have become less acute through changing circumstances. The necessity for raising the pay of secondary school teachers and Deputy Inspectors (district inspecting officers) is no longer urgent at a time of unemployment, reduced wages and falling prices. Hard times have compelled authorities to close a number of Anglo-Vernacular and Vernacular schools and departments of schools, so that there is now less overlapping. Inability of parents to pay Anglo-Vernacular school fees, the opening of a Practising School at the Teachers' Training College and the expansion of the Government High School into the old college buildings have ended the congestion in the Anglo-Vernacular Schools of Rangoon which was one of the most urgent problems of the last quinquennium. Public opinion has become more and more favourable to co-education, and this has made it easier to provide schooling for girls at small centres. The abolition of the Anglo-Vernacular Middle School examination has already reduced the extent of cheating in public examinations, and has solved the problem of congestion in Standard VII.

Other old problems remain unsolved, and new ones have arisen. The average vernacular school child still leaves school so prematurely that much of the expenditure on vernacular schools is wasted. The only radical cure is compulsory education which will be dealt with in Chapter V. Local Education Authorities are still handicapped by lack of funds and inexperience (*vide* Chapter XI). The problem of unemployment of teachers has become increasingly serious. It was first mentioned in the Annual Report for 1929-30 when there were

1,400 vernacular teachers out of work. Owing to the financial difficulties of Local Education Authorities the number has now risen to 3,000. Until 1932 qualified Anglo-Vernacular teachers could always find work but now a considerable number are unable to do so.

9. The most important problem for consideration during the next quinquennium will probably be the readjustment of relations between our Anglo-Vernacular and Vernacular school systems. Thanks to the introduction of English teaching in Vernacular Schools improved Vernacular School buildings, recognition of the paramount importance of the vernacular as a school subject, the closing of lower standards in Anglo-Vernacular schools, the provision of better text-books in the vernacular, the institution of a Vernacular Tenth Standard course and a number of other causes closely connected with the growth of nationalism, the distinction between the Anglo-Vernacular and Vernacular Schools shows signs of breaking down, and there is a demand, though by no means universal, for amalgamation of the two systems. It is justly claimed that Vernacular education is more important than Anglo-Vernacular as a means of raising the general standard of intelligence and that too large a proportion of the funds available are spent on Anglo-Vernacular schools under the present system.

In the Shan States a number of Vernacular State Schools have successfully been converted into Anglo-Vernacular Middle Schools with vernacular primary departments. This has greatly increased the holding power of these schools, and the standard of attainment in English in their middle departments has not suffered through postponement of the age at which the pupils begin to study English. The experiment is instructive and has gone far to prove the feasibility and desirability of amalgamation on purely educational grounds, but in Burma financial and administrative difficulties and other difficulties caused by custom and vested interests are formidable. All our Anglo-Vernacular Schools are at present controlled by the Provincial Government; Vernacular Schools are under Local Authorities. Amalgamation of the two classes of schools will imply dual control of the same school, or else rigid separation of all primary and secondary departments into separate schools under different control. A further alternative, that Government should hand over to Local Authorities its present responsibility for secondary education, and also the funds required to enable Local Education Authorities to undertake this new responsibility, is likely to prove the ultimate solution, but it implies drastic financial, statutory and administrative changes, and our Local Education Authorities are not yet ready for such heavy responsibility.

10. In spite of all these unsolved problems, the quinquennium affords solid causes for congratulation to an observer who has known the schools of Burma for twenty-five years. The things by which men and schools

live cannot be measured by statistics of educational progress. There has been a marked improvement in methods of teaching in schools of all classes (*vide* Chapters IV and V). Vernacular Schools and vernacular teachers have acquired a new self-respect (*vide* Chapter IV). School work is more interesting, children attend schools more regularly and the average age of children in high school classes is at least two years lower than it was twenty-five years ago. Scouting, organised games, and modern methods of physical training have reached the villages of Burma (*vide* Chapter X), suitable provision has at last been made for training teachers for work in secondary schools, the number of secondary schools under competent indigenous management has greatly increased, and it is unfortunate that many of them reached the stage where they could make good use of building grants just when the provision of these grants was stopped. The vernacular is coming into its own. For about thirty years the production of school text-books in the vernacular received little encouragement from Government and few of any value were published ; but the quinquennium saw a considerable output of modern school text-books in the vernacular (*vide* Chapter II). In many towns and villages libraries and reading-rooms have been opened and are well used ; many arrange lectures and debates. The Deputy Inspector and the village teacher have begun to concern themselves with adult education and village uplift (*vide* Chapter VIII).

Schools and school teachers have stood up well to hard times, and have developed increased capacity for self-help. If the writer of this report seems to be making the best of bad times he is justified, for so have most of the schools in Burma. " Prosperity doth best discover vice, adversity doth best discover virtue."

CHAPTER II.

ADMINISTRATION AND CONTROL.

1. *The Services.*—The following members of the Indian Educational Service retired during the quinquennium :—

U We Lin	...	5th July 1927.
Professor L. P. Saunders	...	18th June 1928.
Professor G. R. T. Ross	...	1st October 1929.
Professor W. N. Elgood	...	1st March 1930.
Professor H. S. Jevons	...	27th October 1930.
Mr. L. F. Taylor ...	...	31st December 1930.
Mr. G. F. Munro ...	...	12th January 1931.
Mr. C. A. Snow ...	...	15th July 1931.

After recruitment to the Indian Educational Service was stopped in 1924 five of the posts in that service were replaced by temporary posts which were held for some years by officers outside any regular service.

A new superior service known as Burma Educational Service, Class I, was constituted in July 1930, with a sanctioned strength of sixteen appointments for men and three for women ; it includes the posts of Director of Public Instruction, Assistant Director of Public Instruction, nine Inspectors, three Inspectresses and five Head Masters. Four of the officers who had been holding temporary appointments and five others have been appointed to the new service, the remaining posts in the cadre are still occupied by Indian Educational Service officers. There are now 21 (30) men and 2 (2) women serving in the Indian Educational Service in Burma. Of these one woman and fifteen men hold teaching posts in the University ; only four men and one woman in the Indian Educational Service are now employed on administrative work and two of the four men will retire in a few months' time.

In the Burma Educational Service, Class II, there are 47 (50) officers of whom thirteen hold teaching posts in the University. The number of officers in the Subordinate Educational Service is 1,131 (1,059).

2. *Direction and Inspection.*—Mr. C. A. Snow was Director of Public Instruction for the first three years of the quinquennium except for a period of eight months during which Mr. J. P. Bulkeley officiated for him. Mr. Bulkeley has been Director since the 14th of March 1930. Mr. J. M. Symns held the Assistant Directorship throughout the quinquennium except for short periods in 1929 and 1930 when Mr. Quinlan and Mr. Bulkeley replaced him.

It is sixteen years since any officer from the British Isles was recruited as an Inspector and seven years since the last recruitment of such an officer for a Headmastership. The stoppage of such recruitment would have had serious consequences but for the State Scholarship system which has provided a certain number of officers fitted for higher educational posts by training and experience outside the Province. Two ex-State Scholars, U Cho and U Tha Hla, are now serving as Inspectors in Burma Educational Service, Class I ; another, U Kaung, is serving as an Assistant Inspector of Schools in Burma Educational Service, Class II ; another, U Tun Nyoe, is Executive Officer to the Rangoon Education Board : and six others are serving as Head Masters or Assistant Masters in Government or aided schools.

The number of Inspectorships, reduced from ten to nine during the preceding quinquennium, remained unaltered, although the Inspectors of the three Lower Burma Circles (Tenasserim, Pegu and Irrawaddy) were overworked and needed relief. Arrangements were completed and budget provision had been made for the creation of a new Inspector's Circle at Prome at the beginning of the year 1931-32 but the need for economy prevented the formation of this additional circle.

There are now 7 (7) Assistant Inspectors of Schools, 1 Temporary Assistant Inspector of Physical Training, 2 (1) Inspectresses of Schools,

98 (88) Deputy Inspectors of Schools, 6 (3) Deputy Inspectresses of Schools and 22 (54) Sub-Inspectors of Schools : the cadre of Sub-Inspectors is a moribund one and will disappear in time as the present incumbents retire. As a measure of economy 16 Sub-Inspectors of Schools are retiring on the terms sanctioned for retrenched officers.

In the Annual Report for 1929-30 mention was made of the regrettable increase of departmental enquiries into the misconduct of education officers, and it was stated that twelve such enquiries had been necessary during the previous eighteen months. Since then there has been an improvement ; there were only seven such enquiries in 1930-31 and only four in 1931-32.

The last Quinquennial Report stated that the quality rather than quantity of Deputy Inspectors and Deputy Inspectresses needed strengthening. Since then a number of promising young graduates have been recruited. An increasing number of Deputy Inspectors and Inspectresses can now cope satisfactorily with their double duties as advisers to schools and to Local Education Authorities. It is unfortunate that many Deputy Inspectors who are well qualified to advise schools have to spend an increasing amount of time at headquarters on administrative work instead of in class-rooms. During recent years Deputy Inspectors have frequently had to stop touring because their provision for travelling allowance was exhausted, but in some cases the provision would have sufficed if the officers had toured on more economical lines. It became necessary for the Director to lay down certain general principles for economical touring and to refuse payment on travelling allowance bills unless these principles had been observed.

3. *Work of Permanent Education Boards.*—The Secondary School Advisory Board met once or twice a year throughout the quinquennium and was consulted on all educational changes or projects of importance. The Board dealt with the revision of General Science courses, courses in Mechanics, Business and Commerce, Mathematics, Manual Training and Geography ; with the revision of History, Singing and Agricultural courses, and with the teaching of the aims and objects of the League of Nations ; it drew up an improved school transfer certificate form and rules to regulate the conditions of service for teachers in aided schools. In February 1930 the majority (11 to 3) of the members of this Board voted against the abolition of the Middle School examination, but in July 1931 the same Board voted by a majority of thirteen to three for the abolition of the same examination.

4. *Vernacular Normal Schools Stipend Selection Boards.*—In 1927 one Board for each division was created to deal with the award of stipends tenable in Vernacular Normal Schools which had formerly been entrusted to an Inspector. The Superintendents of Aided Vernacular Normal Schools strongly objected to the change, and in 1931 a

compromise was introduced under which half of the stipends tenable in aided Vernacular Normal Schools are awarded by their Superintendents, and the remaining half by the divisional selection boards. These boards continue to award all the stipends held in Government Normal Schools.

5. *Text-book Committee.*—For many years the work of this committee had been confined to deciding whether text-books submitted by publishers should be approved for use in schools. In 1928, after rejecting proposals for a translation bureau which had been for some years under consideration, Government entrusted the Text-book Committee with the duty of encouraging projects for the production of Vernacular Text-books. The Text-book Committee exercises this new function through a special sub-committee which invites authors and publishers by advertisement to submit projects for new text-books as the need occurs, and it is at any time ready to consider such projects. The Committee on behalf of Government guarantees publishers against loss in connection with projects which it has approved. This scheme has been used so far mainly to procure text-books required for a Vernacular Tenth Standard course. Eleven text-books have so far been published under the committee's guarantee, and further projects are under consideration.

The work of Local Education Authorities will be discussed in Chapter XI.

CHAPTER III.

The University and Collegiate Education.

1. The University Building Trust was created in 1926 and wound up in August 1932. By March 1932 it had erected buildings on the new estate as follows :—For the University Rs. 15,58,401-11-0, for University College Rs. 56,02,847-4-3, for Judson College Rs. 24,68,283-8-3, for the Training College for Teachers Rs. 20,56,565-6-9, and for endowed buildings (Burma Oil Company's College of Mining and Engineering, University Library, University Gymnasium, Squash Racquet Courts and Students' Union) Rs. 8,66,808-8-3 ; total Rs. 1,25,52,906-6-6. Before the Trust was constituted the University had erected timber hostels and houses costing Rs. 8,98,208-2-0, and the University estate had been purchased by Government at a cost of Rs. 14,38,442-2-0. The cost of the present University estate, buildings and plant is Rs. 1,48,89,556-10-6.

The Trust was responsible for the erection of all the principal University, University College and Judson College buildings except the timber hostels of University College. Judson College contributed about eleven lakhs of rupees towards its own buildings, and the Endowment Fund Trustees eight lakhs. Thanks to the careful stewardship of the Trust the original estimates were so reduced as to save fifteen

lakhs for the erection of the Teachers Training College, and a further three lakhs are expected to be surrendered to Government. In addition to the buildings erected from the Government contributions the Trust was responsible for the erection of the Burma Oil Company's College of Engineering, the University Library, the Students' Union, the Boat Club House, and the Gymnasium and Squash Courts, the cost of which was defrayed by the generosity of the Burma Oil Company, Limited, the late Dr. Raja S. Reddiar, Dr. U Nyo, and Mr. Chan Chor Khine respectively. His Excellency the Chancellor wrote in August 1932 a letter of congratulation thanking Sir O. deGlanville, the Chairman, Mr. Campbell, the Secretary, and Mr. Sheehy, the Executive Engineer, and the other members of the Trust on the successful conclusion of their 'six years' task.

2. *Regulations for Matriculation.*—Since 1931 a pass in Mathematics has been required for matriculation. In 1929 the University announced that a pass in Burmese would be required for matriculation after 1934; the date has since been changed to 1935. All students are now expected to offer Burmese in the Intermediate examination but the standards vary accordingly to nationality and the courses of study followed at school. These requirements aroused a good deal of discussion and criticism.

3. *Effect on Students of Economic Depression.*—Last year the economic depression was reflected in the withdrawal of ninety-four students whose parents in many cases could not continue to pay their fees. The trustees of the Endowment Fund came to the rescue with a grant of Rs. 23,000 towards the fees of needy students. The staffs of the Colleges generously subscribed percentages of their salaries for the same purpose and raised about Rs 28,254. These funds were instrumental in saving a number of promising students from a broken University career. In view of the increase of unemployment among graduates owing to retrenchment in the Government services and in commerce, a special committee has been appointed to advise the University on the creation of a University Employment Bureau.

4. *Students Union.*—A Students Union was founded in 1931 with great enthusiasm and has become the nucleus of social activities for undergraduates. It has also published a magazine, organized a National Day celebration, attempted to influence the academic policy of the University, and has sometimes supported movements against authority with the support of the vernacular press. For these reasons the Union has since its foundation attracted the eye of the newspaper reader more frequently than any other University institution. "It is unlucky", writes the Principal of the University College in his annual report, "that the students should be tempted to regard themselves prematurely as leaders of opinion, *e.g.*, in political matters, at a time when they

should be training their minds by the discipline of study (a discipline to which Union debates would in more fortunate conditions conduce). The remedy lies partly at least in the hands of adult educated Burmans outside the University."

5. *University College.*—The following table shows attendance at University College during the quinquennium :—

Year.	No. of students.	No of Burmans.	No. of hostel students.		No. of day students.	
			Men.	Women.	Men.	Women.
1926-27 ...	1,110	604	481	23	556	50
1927-28 ...	1,260	696	522	30	646	62
1928-29 ...	1,292	701	675	43	512	62
1929-30 ...	1,277	644	658	47	512	60
1930-31 ...	1,111	577	605	47	419	40
1931-32 ...	1,120	594	645	55	377	43

The Burma Oil Company College of Engineering was opened in 1927 and remains a department of University College ; so do the departments of Law and Forestry, but the Medical College became independent in 1930 and the Teachers Training College in 1931 ; otherwise the increase in attendance at University College would be more marked. The College has become yearly more residential and unitary. A new lectureship in Burmese and Far Eastern History has been provided at the sacrifice of a lecturership in Philosophy. The departments of Oriental Studies, Biology, Economics, Geography and Geology paid increasing attention to studies connected with Burma. It was unfortunate, but inevitable at a time when Government was committed to an expensive building scheme, that teaching facilities and staff could not expand proportionately to accommodation. The students' conduct has generally been excellent and relations between the staff and students very happy. Mr. D. J. Sloss, C.B.E., served as Principal throughout the quinquennium except during two absences on leave when Professor Owen (October 1928 to March 1929) and Professor Fraser (November 1931 to March 1932) officiated in his place.

6. *Judson College.*—Until 1931 part of Judson College was still at Ahlone, but in July 1931 the transfer to the university estate was completed, and the new buildings were opened by His Excellency the Chancellor. There were 262 (315) students in 1931-32 ; enrolment was adversely affected by the financial depression and would have decreased further but for special efforts to help needy applicants. The College has had a successful record in university examinations and both men and women students enjoy excellent facilities for social life and games. Dr. St. John served as Principal throughout the quinquennium.

7. *Intermediate College, Mandalay.*—Attendance increased throughout the quinquennium and there were 123 (60) students at the College in 1931-32. Out of 123 students forty were in the hostel and the rest day scholars. The College held its own well in the University Intermediate examinations. During the last five years 117 candidates out of 276 have been successful, giving a percentage of forty-two. In 1929 the Local Government placed the College on a permanent footing and declared it to be an aided institution managed by the University of Rangoon. It continues to be hampered by inadequate lecture rooms, insufficient laboratory space, lack of facilities for social and athletic activities and the absence of a hostel of its own. Nevertheless the students have developed an *esprit de corps* and have shown keen interest in games ; a football ground has been recently hired close to the College. Mr. Marshall, the Principal, attributes the good record of his students in examinations to their being able to pursue their reading at Mandalay with fewer distractions.

8. *Medical College.*—The recent retirement of the Principal, Lieut.-Colonel T. F. Owens, was a serious loss to the College and the University ; he has been succeeded by Lieut.-Colonel L. A. H. Lack. In 1931-32 there were seventy-eight undergraduates on the rolls of the College. They were accommodated at the University College hostels, Prome Road, and took part in games with the University College students. Discipline was well maintained and the behaviour of the students was highly satisfactory.

9. *Teachers Training College.*—The Training College for Teachers opened in July 1931. It is situated on the university estate and is a constituent college of the University. It undertakes the training of graduate teachers formerly undertaken by the Education Department of University College. The course in University College was for one year only and led to a University Diploma in Teaching. The course at the Training College is for two years and leads to the degree of Bachelor of Education. The College also provides a two years' course for matriculates leading to the University Trained Teachers' Certificate which has replaced the one year's course formerly given in departmental and aided Normal Schools to persons who had passed the High School Final Examination. Twenty-six graduate students and sixty-five undergraduate students were admitted in July 1931 ; thirty-eight men and thirty-one women were residents, the rest day students. The anglo-vernacular school attached to the College failed to attract children in 1931-32 but now contains nearly 300.

The Anglo-Vernacular Education Conference of 1921 recommended concentration of training for anglo-vernacular teachers in Rangoon, but it was not till ten years later that the Teachers Training College undertook this work. The delay was unfortunate because the College was

started under a cloud of financial depression which necessitated rigid economy in equipment and personnel. "The prospects of the College", writes the Principal, "are excellent when the present financial depression passes and the staff originally proposed is obtained. The students benefit by and greatly enjoy the amenities of the University, and the College is sufficiently large (without being too large) and has a sufficiently definite character of its own, to provoke a corporate spirit and secure for it the loyalty and affection of the great majority of the students."

To many of us this College is by far the most important institution in Burma, a child of many prayers born long after we were tired of praying for it. It replaces a departmental system of training once considered up-to-date which became obsolescent twenty-five years ago mainly because it was sufficient unto itself and aloof from the schools of the Province. While wishing God-speed to the new College, the writer of this report ventures on the eve of retirement to warn its authorities against an old danger. There has been much humorous talk lately about "the rarity and artificiality of the atmosphere of Kokine". It reflects popular appreciation of a certain danger. The University needs to keep in touch with ordinary life, and the first duty of the Teachers Training College will be to keep in touch with the ordinary schools and with the Education Department of the Province.

10. *Agricultural College, Mandalay.*—There were only 26 (46) students at this College in 1931-32, and no new students were recruited at the beginning of the year. One final-year student has been awarded the first class diploma and seven students the second class diploma. Discipline was good and almost all students took part in games. A course in accounts and general administration for twelve agricultural officers and one veterinary officer was conducted from the 1st May to the 15th June 1932.

11. *General Statistics.*—The total attendance at the Colleges was 1,700 (1,531). University College accommodated 1,120 (1,110), 21 (42) of whom were part-time students in the Law classes ; more than half, 647 (640), were in the Intermediate classes ; of the remainder 201 (131) were reading for the B.A. ; 110 (101) for the ordinary B.Sc. ; 19 (6) for the B.Sc. in Forestry ; 51 (65) for the B.Sc. Engineering, and 67 (35) in full-time Law classes. Of the 262 (315) in Judson College 173 (234) were in the Intermediate classes, and 88 (81) were reading for the B.A. and B.Sc.

One candidate (6) passed the M.A. examination last year, 64 (60) passed the B.A. examination, 33 (23) passed the B.Sc. examination and 217 (193) passed the Intermediate examination. Twenty-eight students were successful in the examination for Bachelor of Laws, ten for the Diploma in Teaching, three for the Diploma in Forestry, five for the

B.Sc. in Forestry, and eight for the B.Sc. in Engineering. Space cannot be spared for the results of the university medical examinations, and they are too complicated to summarise.

12. *Importance of the Period.*—The past five years have been a period of growth and organization, the brunt of which fell on Sir Benjamin Heald, the Vice-Chancellor, Sir Oscar deGlanville, President of the Building Trust, Mr. D. J. Sloss, Principal of University College, and Mr. Campbell, the Registrar. During this period the Government of Burma, the American Baptist Mission, the Burma Oil Company and private donors have supplied the Province with buildings and equipment which will meet its needs for many years and are second to none in Asia. The bulk of the cost was met by Government from revenue not from loans, and this means that the tax-payers in Burma have at a time of financial depression made a costly gift to posterity, and that other services and institutions have had to go short during this period. The sacrifice was worth-while, and the drain has now ended. If our University were still unbuilt less money would be available in future years for compulsory education and other nation-building projects.

The growing complexity of University problems and activities and the strict limitation which an economical Government has placed on the length of this report have made the drafting of this chapter a difficult task. For further information the reader must refer to the yearly reports published by the Executive Committee of the University.

CHAPTER IV.

SECONDARY EDUCATION.

The statistics for English schools will be found in Chapter VIII.

1. *Anglo-Vernacular.*—There were 245 (229) Anglo-Vernacular Secondary Schools with an attendance of 54,838 (51,476) pupils. There were 7,701 (5,061) pupils in the high stages, 20,304 (17,781) in the middle, 26,843 (28,635) in the primary. In the last year of the quinquennium the number of children attending Anglo-Vernacular Schools fell by 4,503. The loss was due to the growing tendency to use Vernacular Schools as preparatory schools, and to the announcement of Government's intention to close the lower classes in Government Anglo-Vernacular Schools. 2,796 (2,004) candidates took the Anglo-Vernacular High School examination, and 1,198 (621) passed. 7,262 (5,719) took the Middle School examination, and 4,600 (2,198) passed.

2. *Vernacular.*—There were 1,140 (1,243) recognised Vernacular Secondary Schools at the end of the quinquennium with an attendance of 148,731 (128,454). Eighty-two per cent of the pupils attending these

schools, however, had not got beyond the primary stages of instruction. The number of pupils attending vernacular high departments was 1,918 (536). An increase of 465 pupils during the last year of the quinquennium was due to the institution of a Vernacular Tenth Standard. The number of pupils who successfully completed the Vernacular Middle School course was 3,900 (1,959). In many circles there has been a drop in attendance in vernacular middle departments during the last year of the quinquennium owing to the decreasing economic value of a Vernacular Seventh Standard certificate, the closing of Elementary Training Classes, the reduced scale of pay of vernacular teachers and the number of qualified teachers now without employment. The figures, however, show a satisfactory increase in the number of pupils obtaining secondary education through the vernacular in spite of reduction in the number of secondary schools. The number of such schools could, as explained in earlier reports, be further reduced with a considerable gain in both economy and efficiency. The Local Education Authorities have done a good deal in this direction but they should do more. Secondary education in vernacular schools has become increasingly important. 3,900 (1,959) candidates passed the Vernacular Middle School examination ; 418 (365) passed the vernacular Ninth Standard examination ; and 104 candidates passed the vernacular Tenth Standard examination held for the first time in March 1932. The growing popularity of vernacular secondary education is surprising in view of the discouraging figures for vernacular primary education (see Chapter V).

3. *Progress of Anglo-Vernacular Education.*—Nearly all our Anglo-Vernacular Schools, though containing primary classes, are graded as secondary schools, and the majority of our vernacular schools are primary schools. Consequently it will be convenient, as in former reports, to deal with the progress of anglo-vernacular education in this chapter.

The standard of recognition for Anglo-Vernacular Schools had been lowered during the preceding quinquennium through the recognition of a number of schools under indigenous management which are more precariously financed than those under Christian Missions. More schools of the same class have since been recognised, and there are now 85 (70) Anglo-Vernacular Schools under purely Burmese or Karen management and 21 (18) under purely Indian management. The management and financial stability of many of these schools has improved, and but for hard times they would have made even more satisfactory progress. This is specially true of the 47 (49) National Schools which were founded in opposition to Government during the school boycott of 1920 and follow a special curriculum. Though these schools are maintained by government grants and local subscriptions or endowments, and the Council of National Education does not

therefore wield the power of the purse, its control over these schools has proved effective and salutary, and the Council now works in cordial co-operation with the Education Department.

Until the last two years of the quinquennium the Director never recognised an Anglo-Vernacular School without providing it with a maintenance grant, and Government supplied sufficient funds to provide all newly registered schools with grants. When supplies became so restricted that grants could not be found for new schools or departments of schools it became difficult to refuse recognition to schools with financial backing which applied for it on the understanding that they would meet all the cost. Consequently three schools and four high departments have recently been recognised without grants. Three Government Schools at Taungdwingyi, Shwedaung and Myanaung had reached the stage of growth when high departments would normally have been provided. The elders of these towns offered to pay for the new classes, and they were opened without increased cost to Government. These offers indicate the strength of the demand for secondary education ; they have shown that our schools have generous friends and that public interest in education is becoming more definite and practical. Nevertheless the recognition of schools and departments without grants is dangerous, for it tends at present to lower our standards of recognition, and endangers the status of our teachers and their security of tenure. Standards of maintenance and efficiency would fall rapidly without state-control, and state-control depends mainly on the powerful lever of the grant-in-aid.

The status of teachers has suffered also by the abuse of "voluntary contributions" so often mentioned in earlier reports. No one can object to a head master or teacher contributing a reasonable amount to school funds at a time of need if he desires to do so and can afford it. But when a school relies normally on such contributions, and claims a maintenance grant from government inflated by higher salaries than teachers ever receive the situation encourages sweated labour and the relations between teachers and their employers and between their employers and government can be shrouded in a mist of dissimulation and unreality. How to deal with this canker was one of the problems most debated during the first half of the quinquennium. In 1929 Government imposed on the Director the responsibility of deciding whether to approve of voluntary contributions or not in reported cases. School managers desiring to receive voluntary contributions from teachers are now expected to obtain the Director's approval. They have usually done so and the Director has never refused approval in genuine cases. Unreported voluntary contributions still continue, but to what extent can only be surmised ; all that can be stated is that the situation has improved and would now be satisfactory if all aided schools dealt honestly with their teachers and with the department.

In March 1931 the department issued rules governing the engagement of teachers in aided English and Anglo-Vernacular Schools. The rules dealt with regular payment of salaries, deductions from salaries, increments, resignation, vacation pay, termination of appointments, absence from duty and dismissal; they have already improved the conditions of service in aided schools.

Teachers in aided schools suffered perhaps more severely from the general financial depression than any other public servants. Their pay was generally reduced and owing to the limitation of maintenance grants very few of them have received any increments during the last two years of the quinquennium.

Equipment grants to aided schools, including grants for school libraries, were not provided during the last two years of the quinquennium. Government Anglo-Vernacular Schools suffered in the same way through retrenchment of their budget allotments for the purpose. A library which is not regularly restocked is almost worthless, and the effect of this restriction was lamentable especially at a time when better trained teachers were asking for new books and school children were more inclined than ever before to read them..

So much for the dark side of the picture ; there is fortunately another side to it. The standard of work and the tone in our secondary schools have undoubtedly improved. The University has for the last eleven years been training graduates for the teaching profession and providing yearly vacation courses for teachers. The State Scholarship system has brought new blood into the education department and the schools have had the benefit of better advice from their Inspectors. The percentage of passes in the High School Examination and the percentage of candidates who matriculate have steadily increased throughout the quinquennium. We still have too many teachers " who are contented to do ordinary work neither creditably nor discreditably " and " who show a Casabianca-like tenacity to do just as much as is given by the head master or indicated by the syllabus " (quoted from two headmasters' reports), but there is no doubt that methods of teaching especially in high departments have greatly improved. The influence of Dalton propagandists is gradually popularising methods of individual study. Silent reading (systematically tested for speed and comprehension) is gradually replacing the old-fashioned reading lesson. Twelve secondary schools are now teaching science. The study of science in our schools has been checked too long by the heavy expense of providing the apparatus needed for courses in chemistry and physics, and it is hoped that the provision of a course in General Science will enable many more schools to introduce science teaching. There has been a marked improvement in the teaching of mathematics, and new courses in Mechanics, and in Commerce and Business have been approved and will soon be introduced.

Government decided in 1931 to abandon its Anglo-Vernacular and English Middle School examinations for three years as an experiment. This threw increased responsibility on superintendents of schools, but they have welcomed the change and have generally shown themselves capable of providing a strict and fair test for admission to high departments. The change has been welcome to enlightened teachers because it allows them more freedom and initiative in their work.

There has been an increased interest and efficiency in the teaching of the mother tongue The Council of National Education led the way by insisting on its importance and on a higher standard of attainment, and the best Council of National Education schools have shown how to make the study of Burmese more interesting and profitable. Other schools have not been slow to benefit by the example.

The most satisfactory feature of the quinquennium has, however, been a widening of the interests of boys and girls in secondary schools and of the scope of their activities including games, excursions, debates, study circles, scouting, school entertainments, and social service such as running a night school, subscribing for the support of aged or indigent people, relief work in connection with fires, floods and earthquakes. School boys have even offered their services to hospitals and municipalities. Until recent years it was still possible to see in Burma exotic travesties of a school entertainment such as is described at the beginning of Mr. E. Thompson's " Farewell to India ". That type of entertainment has now been replaced in our high schools by something more genuine, racy and lighthearted. Most schools can supply a Burmese orchestra, the vernacular has come into its own here as in the classroom, and judicious use is made of the dramatic and artistic propensities of Burmese school children.

Secondary education in Burma owes a great debt to the superintendents of Christian Missionary schools. The loss of three honoured workers must here be regretfully recorded : Dr. J. E. Cummings, Superintendent of the A. B. M. Burmese High School, Henzada, retired at the end of the quinquennium after forty-five years' service in the Province ; Miss H. Laughlin, Principal of St. Mary's Girls School, died during the rains of 1931 after thirty years' service in Burma ; and Mr. Seagrave, for many years Superintendent of the A.B.M. Pegu-Karen High School, Ahlone, died in February 1931 after forty-two years' service.

CHAPTER V.

PRIMARY EDUCATION.

1. During the first four years of the quinquennium the number of pupils attending the primary departments of Anglo-Vernacular Secondary Schools rose from 28,635 to 30,296, but fell to 26,843 in the last

year of the quinquennium. This fall is explained by the financial difficulties of parents, the growing tendency to use vernacular schools as preparatory schools and by the announcement of Government's intention to close the lowest standards of Government Anglo-Vernacular Schools, mention of which has been made in Chapter I of this report, and in the last annual report.

2. The number of Vernacular Upper Primary Schools was 4,461 (3,814) attended by 276,513 (208,067) pupils. The number of Vernacular Lower Primary Schools, 286 (699), showed a striking decrease especially during the last year of the quinquennium and so did the number of pupils attending such schools, 13,980 (29,957).

The number of children in the upper primary standards of vernacular schools was 76,985 (53,757), the number in lower primary standards was 336,095 (294,951). The total number of children in primary standards of vernacular schools fell by 13,189 in the last year of the quinquennium.

15,491 (10,159) children passed the Vernacular Fourth Standard Examination and 44,767 (35,614) passed the Vernacular Second Standard Examination, but the passes by both these examinations decreased considerably during the last year of the quinquennium.

The percentage of the total number of children attending public schools who were in lower primary standards was 68 (71). The average number of children in a vernacular school increased during the quinquennium from 64 to 75. The proportion of vernacular children in each class at the end of the quinquennium was as follows :—Sixty-two in standard I, seventeen in standard II, twelve in standard III and nine in standard IV.

Rebellions, earthquakes, the poverty of parents and also the financial difficulties of Local Education Authorities (see Chapter XI) have had an adverse effect on vernacular primary education, especially during the last year of the period. How adverse this effect has been cannot be explained without a reference to Government's five years' scheme for the extension of vernacular schools which was based on the recommendation of the Vernacular Education Committee of 1924. The cost and effect of the scheme worked out as follows :—

Year.	No. of new schools opened.	Total No. of new schools opened.	Amount sanctioned.
			Rs.
1925-26 ...	274	274	2,07,000
1926-27 ...	226	500	4,07,000
1927-28 ...	180	680	5,44,800
1928-29 ...	261	941	6,75,200
1929-30 ...	290	1,231	8,13,500

Schools were opened only in backward districts and Government at first undertook to bear the entire cost of the new schools and to make special contributions to Local Education Authorities for the foundation of schools at the rate of Rs. 800 a year. After 1926-27 Government limited the special contributions for schools founded under the scheme to the cost of teachers' salaries only, and in 1930-31 the contributions towards such schools was reduced to Rs. 650, and in the following year to Rs. 600. Most of the schools founded during the first two years of the scheme have suitable buildings because Local Education Authorities during those years were allowed to use what remained after the payment of teachers' salaries to provide buildings and equipment. In the last three years of the scheme's operation after Government's contributions had been limited to salaries Local Education Authorities could provide no money for buildings and the schools founded during those years are still poorly accommodated. Had the new schools been founded in less backward districts the villagers might have been ready to supply buildings, but this could not be expected in most of the localities where the new schools were founded. Lack of suitable buildings has interfered to some extent with the success of the scheme, for bad buildings usually mean bad schools, but it has effected a more equitable and extensive distribution of schools and expenditure, and it has improved the appearance of our quinquennial statistics. Our total gain of primary school pupils was only 64,362 for the quinquennium, and it may be assumed that more than half of them have been accommodated in the 1,231 new schools provided under the scheme.

The number of teachers of English working in vernacular schools was 192 (196) at the end of the quinquennium. The salaries of 146 were provided by Government, 46 were provided by local bodies. The salary allowed is only Rs. 60 to Rs. 80. This proved for a long time quite insufficient to obtain teachers with any adequate knowledge of English, but during the recent hard times it has become possible to obtain a considerable number of untrained teachers with High School Final qualifications at this rate. All Inspectors agree that the provision of these English teachers increases the holding power of the school, but that the instruction in English which they are able to impart is far from satisfactory. A larger supply of better qualified teachers of English for work in vernacular schools will become increasingly desirable if we continue to close the lower standards of anglo-vernacular schools.

The percentage of trained teachers in vernacular schools rose from seventy-three to eighty-five. The retention of even fifteen per cent of untrained teachers may occasion surprise at a time when so many qualified teachers are unemployed, but nearly all the untrained teachers still retained are managers of well established schools whose services cannot be dispensed with, and most of them are fairly competent teachers of lower classes. While it is satisfactory to note that

eighty-five per cent of our working vernacular teachers are now trained it is a matter for regret that so many of them possess only Elementary Teachers' Certificates. The effect of a salary scale based on qualifications has been that Local Education Authorities prefer in hard times to staff their schools with the cheapest teachers available ; consequently many of the better qualified teachers are out of work and some who possess a Vernacular Teachers Certificate and also an Elementary Teachers Certificate find it pays them to say nothing about their superior certificate and make use of the inferior certificate only. Since 1930 Local Education Authorities have been allowed to engage teachers with the High School Certificate on Vernacular Teachers Certificate pay if they are not to teach in high departments, and teachers with Middle School or Vernacular Teachers Certificates on Elementary Teachers' pay if they are not to teach in middle departments, provided that the teachers are willing to accept work on those terms.

The minimum scale of salaries prescribed by Government in 1925 under the Rural Self-Government Act was so high that many Local Education Authorities failed to carry out the statutory obligation of paying teachers at the prescribed rate. What had always been a generous scale became extravagant at a time of falling prices and general unemployment : consequently Government in 1931 reduced the prescribed minimum scale. At the end of 1931-32 it was fixed at the following rates, and at present few Local Education Authorities pay more :—

Qualification.	Scale of pay, Rs.
High School Certificate ...	... 65—2/8—85
Vernacular School Teachers' Certificate	... 45—2—65
Elementary A) Certificate ...	25—1—35—2—45
Elementary (B) Certificate ...	... 20—1—30
Uncertificated Teachers ...	... 20 fixed).

From the institution of District School Boards in 1923 until the year 1931-32 nearly all Local Education Authorities managed to pay their teachers regularly, but in that year several District Councils, including Pegu, Toungoo, Henzada and Yamèthin, failed through mismanagement and falling revenue to pay the contributions due to their School Boards. For this reason, and sometimes also through obstinate refusal to reduce salaries, the School Boards under these District Councils defaulted. Salaries were many months in arrears, schools were disregistered and teachers were dismissed wholesale. Many have since been reinstated and some continued their work through all these anxieties and hardships, but they greatly reduced the efficiency of the teachers' work and also the attendance at their schools.

In spite of these difficulties the status of vernacular schools and vernacular teachers improved during the quinquennium. Besides the Board Schools erected with the help of grants from Government (*vide* Chapter I) many decent school buildings were put up by local effort ; the number of vernacular school buildings used as dwelling houses is

gradually decreasing and it is now generally recognised that "a school should look like a school". Athletic meetings have been organised for vernacular school children in many towns, and modern methods of physical training and group games have been introduced into many vernacular schools by teachers trained by officers of the Physical Training Department (*vide* Chapter X). The introduction of Scouting has brought new interests to many village school-children, the closing of the lower standards of anglo-vernacular schools has increased the importance of vernacular schools in towns. Vacation courses have been provided for vernacular teachers, and teachers' conferences are more frequent and purposeful. The vernacular schoolmaster has now a much better choice of text-books, especially for teaching Arithmetic; and the modern type of Deputy Inspector is better qualified to advise him on teaching methods. He can often find books, newspapers, and society in teachers' libraries, village libraries and reading-rooms. He can get practical help, stimulus and new ideas from the Burma Educational Journal which costs only four annas. Its circulation has increased rapidly, and 1,287 copies are now distributed monthly. Since U Sein Ywet (now officiating Inspector of Schools) became Editor in 1930 the Journal has greatly improved in quality.

Compulsory Education.—The question was under consideration throughout the quinquennium. The immediate introduction of universal compulsory education is impracticable for financial reasons. A survey undertaken by inspecting officers in 1931 showed that compulsory education could be introduced in about 350 small areas (mostly single school areas) without any extra expenditure, and that it could be introduced in about 500 more without much extra expenditure. Under instruction from the Ministry the Director drafted a bill under which it will be possible to proceed with comprehensive schemes affecting wide areas as soon as funds are available and local opinion is favourable, and meanwhile to make a beginning in small areas where no additional expenditure need be involved. This bill was introduced in the Legislative Council in August 1932 and is now being circulated for criticism. If it becomes law it should be possible to make a beginning in a limited number of single school areas. This will at any rate provide useful experience and serve to educate public opinion.

CHAPTER VI.

Education of Girls.

1. The total number of girls under instruction in public institutions, 208,520 (166,088), is steadily approximating to the total number of boys, 316,493 (277,222). Girls are responsible for nearly half of the total quinquennial increase of 81,711 (*vide* Chapter I). It is often stated that they are taken out of school before boys in time of scarcity,

but the statistics do not support this assumption. Though the number of girls under instruction fell by 4,910 during the last year of the quinquennium, this represents less than a quarter of the total loss of pupils (20,388) in that year.

In 1932 15 (6) girls passed the Bachelor of Arts examination, 27 (26) passed the University Intermediate examination, 161 (60) passed the Anglo-Vernacular High School examination, 763 (245) passed the Anglo-Vernacular Middle School examination, 230 (124) passed the English Middle School examination, 120 (60) passed the Vernacular Ninth Standard examination and 908 (344) passed the Vernacular Middle School examination.

In 1931-32 78 (81) per cent of the girls in public institutions were still in the lower primary stages. Here girls still compare unfavourably with boys of whom 61 (63) per cent were in the lower primary stages.

2. The special inspecting staff for girl schools has been strengthened. A second Inspectress was appointed for Upper Burma in 1930, and three additional Deputy Inspectresses were appointed in 1928 with headquarters at Sagaing, Magwe and Bassein. We have now two Inspectresses (one for Upper and one for Lower Burma) and five Deputy Inspectresses working under them ; one sanctioned post of Inspectress is still unfilled. The appointment of another Deputy Inspectress for Arakan is urgently needed and there is plenty of work for new Deputy Inspectresses elsewhere in Burma. It is largely due to the energetic propaganda of our Inspectresses and Deputy Inspectresses that recent educational statistics for girls compare so favourably with those for boys.

The Inspectresses have devoted special attention to the Elementary Training Classes for girl teachers of which there were twenty-eight at the beginning of the quinquennium, thirty-three in 1929 but only fifteen in 1932. Miss Franklin, the Inspectress for Lower Burma, would abolish all these classes and replace them by larger institutions providing a longer and more thorough course of training for village teachers. On the other hand Daw Hmi, the Inspectress for Upper Burma, and Daw Mya Shwe, who is now officiating as Inspectress for Lower Burma in Miss Franklin's place, are much more optimistic as to the value of their work and deplore the necessity of closing so many. Apart from their special function of training teachers these classes have served to propagate knowledge of sewing and domestic hygiene, and to provide further education for girls who have passed the Seventh Standard and cannot afford to pay school fees. "Apart from teaching methods which leave room for improvement" writes Daw Mya Shwe "it is here that village girls learn better manners, polite mode of address, thrift, industry, practical domestic work, hygiene and general utility. They not only enliven the village where they are stationed but also induce girls to

stay longer in ordinary schools." "Besides being given training in teachership" writes Daw Hmi "the students are taught to keep house and accounts, to cook and sew and get opportunities for travel and excursions and reading newspapers and magazines . . . . If we could forget the vexed question of employment and see only these girls with their new vision, trained thinking and disciplined work, we would hesitate long before we decide to abolish any more classes."

Our village system of education is co-educational and the prejudice against it even among monastic school managers is breaking down. The Dwara Sect still holds that girls should be excluded from monastic schools, but the Kan Sect sees no objection to their admission. Girls will not however get a fair chance in secular or monastic co-educational village schools until the proportion of women teachers can be increased. Our Inspectresses have constantly pressed Local Education Authorities to appoint more women teachers, and would like to go on training women although many qualified men are out of work. "We are constant" writes Daw Hmi "in our advice to Local Education Authorities to have at least one woman teacher appointed in all vernacular schools as the presence of women teachers tends to prolong the girls' attendance at schools."

The difficulty of employment for girls looms large in the reports of both the Inspectresses :—"What beacon of light", asks Daw Mya Shwe, "can the Deputies hold up to induce girls to seek education in higher departments when the only profession open to educated women has been almost killed by abolishing the teachers' training classes"? The Inspector of Schools, Tenasserim Circle, however, does not see why the teaching profession should be the only end of a secondary education, and writes :—"In this respect Karen girls and Burmese Christian girls display more aptitude and enthusiasm than others. On the part of Buddhist girls there is a general tendency to look down upon Nursing and Midwifery as professions. Karen girls, whether with anglo-vernacular or vernacular secondary education, do not hesitate to enter domestic service in good homes and many of them who have passed the Anglo-Vernacular VIII to IX standards are doing very well as maids, ayahs, etc. Many also return to their villages and take up various rural occupations involving manual labour. They do not esteem themselves superior to anything in the nature of honest labour at home or in the fields. Hence we hear so little or unemployment among Karens*".

Many girls should find employment as Kindergarten teachers, but we have not yet discovered how to adapt modern methods of pre-school training to Burmese needs. Daw Hmi is giving special attention to the problem and her Deputy Inspectresses are adapting or translating for

* More than half the girls under training last year at the Saunders Weaving Institute, Amarapura were Karens.

circulation to schools selections from standard books on how to teach young children. It is hoped that these notes will be worth publishing in book-form. Two classes (attached to St. Michael's School at Maymyo and the Convent at Toungoo) are successfully training Kindergarten teachers for English Schools. Four classes, attached to two Normal Schools and two Christian Mission Anglo-Vernacular Schools, train Kindergarten mistresses for Anglo-Vernacular Schools, but these classes have done little so far to solve the problem of pre-school training for Burmese children and the teachers they train prefer to serve in upper primary classes. They have failed to evolve a satisfactory technique for Burmese kindergartens because they are obsessed with the anglo-vernacular tradition and work too much through the medium of English. Teachers in Burmese kindergartens whether for anglo-vernacular or vernacular children must learn to forget their English. Our Inspectresses and the University Teachers Training College, which has recently opened a Kindergarten under a mistress trained in England, are working at the same problem but at present they are working independently; they should carry on their future work in close consultation. The problem is of special importance to female education, for Kindergarten teaching is work for women only.

3. Progress in the physical training of Burmese girls is even more desirable. Much has been done recently for boys (see Chapter X), but the physical training of Burmese girls even in our best organised anglo-vernacular and vernacular schools is still defective. As soon as we can afford it we should select girls to be trained as physical training experts and their special duty should be to advise vernacular schoolmistresses and the girls in Elementary Training Classes. Here again the University Teachers Training College can help us by experiment. It will not help us much if it merely proves that Burmese girls sent to school in the enlightened and secluded atmosphere of the University estate will consent to wear gymnasium costume, and do the same exercise and play the same games as English girls. Our urgent need is to discover the most suitable games for Burmese girls (including indigenous games), and methods of physical training for girls which can be introduced into the ordinary anglo-vernacular and vernacular schools throughout the country.

CHAPTER VII.

Vocational Education.

1. Towards the end of 1927 the committee on Technical and Vocational education under the Chairmanship of the late Mr. E. C. Niven, C.I.E., submitted its report. The committee recommended that vocational education should not be attempted in ordinary schools, but

criticised the teaching in these schools as "divorced from realities". It made many recommendations regarding the teaching of engineering and the practical training of engineers, the Insein Technical Institute, apprenticeship, accountancy classes, farm schools, travelling agricultural schools, cottage crafts and an industrial museum. The most important recommendations were for :—(1) A Provincial Board of Commercial and Industrial Education under a non-official chairman and consisting almost entirely of employers of labour ; (2) A Polytechnic for Rangoon, and technical evening classes for other towns ; (3) "Central High Schools"; (*i.e.* schools offering a pre-vocational curricula as an alternative to the existing Anglo-Vernacular schools) ; (4) A comprehensive system of commercial and technical examinations for clerks and other employees. Action on the recommendations of the committee has necessarily been delayed owing to lack of funds.

Professional training in the University, including the training of anglo-vernacular school teachers, has been dealt with in Chapter III.

2. *Training of Vernacular Teachers.*—Training of vernacular teachers for work higher than elementary was conducted in 10 (10) Normal Schools attended by 460 (428) men and 186 (177) women. The St. Michael's S.P.G. Vernacular Normal School at Kemmendine has been replaced by classes providing a special two years' course under rural conditions at Chaungwa. The teachers there learn carpentry, gardening, village sanitation, and the rearing of fowls and pigs in addition to the ordinary school subjects. The aim is to make the school a centre of village uplift, and to bring school-work into closer relation with the lives and occupations of villagers. The experiment is now in its second year and is being watched with interest. A new monastic Normal School under U Lekkhana at Toungoo has been recognised and now contains over ninety students. In 1926-27 there were eighty-five classes for training elementary teachers ; the number rose to ninety-five in 1928-29, but was reduced to thirty-four in 1931-32.

When better times return the improvement of our facilities for training vernacular teachers will be the most urgent problem for consideration. A choice will have to be made between centralization of training at one or more superior institutions and improvement of the present system under which elementary teachers are trained near their homes and under rural conditions. The advantages and disadvantages of these two alternatives have been much discussed. The majority of Inspectors favour the first alternative ; the writer of this report favours the second.

3. *Handwork in Schools.*—1,116 (860) schools taught needlework and 27,611 (15,583) girls learnt sewing. Our courses of manual training for anglo-vernacular and vernacular schools have recently

been revised and include toy making, paper work, card-board modelling, basketry, cane-work and wood-work. Fifty-eight (53) schools with 14,017 (7,342) pupils took these courses but a number of important anglo-vernacular schools have recently closed their manual training departments because results grants for passes have been abolished as an economy. Manual training is essential for a general education, the courses recently recommended do not require expensive equipment and it is hoped that in time they will be more generally adopted. Government will continue to provide grants towards the salaries of the teachers. The Rangoon Education Board has given special encouragement to manual training in vernacular schools and umbrella making is successfully taught in one of its board schools.

A few anglo-vernacular and vernacular schools taught weaving and lace making. Three hundred and ninety-five (294) schools with 18,421 (14,402) pupils taught gardening. One thousand and thirteen (700) schools with 63,286 (47,639) pupils taught drawing.

4. *State Scholarships.*—Forty students were sent to England with State Scholarships during the period. Most of them followed professional or technical courses, including Medicine, Midwifery, Electrical Engineering, Mechanical Engineering, Sanitary Engineering, Mining, Architecture, Printing, Librarianship, Horticulture and Education.

5. The Government Technical Institute, Insein, continued to train students for its Civil Engineering Diploma and Mechanical Engineering Diploma ; students of the institute also took the examinations of the City and Guilds of London Institute in brick-work, structural engineering, electrical engineering, motor car engineering and machine design. The Institute provided evening classes in Rangoon for part-time students.

6. This year the reviewer cannot find space for the summary of other facilities for vocational education which usually appears in this chapter ; information about most of them can be found in the administration reports of other departments. It must suffice to mention the Government Medical School at Rangoon, the Police Training School at Mandalay, the Government Forest School at Pyinmana, the Government Survey Schools, the Government Accountancy Classes, the A.B.M. Agricultural School at Pyinmana, the instruction provided at Government central farms, the De La Salle Institute at Twante, the Saunders Weaving Institute at Amarapura (which sends travelling demonstrators to the districts) the Government Lacquer School at Pagan, the Pottery School at Insein, the provision of stipends for apprentices in workshops, and the private commercial schools in Rangoon and other towns.

During a recent debate in the Legislative Council it was wittily stated that only criminals and detectives could obtain technical

education in Burma. This is true in the main as regards school children, but for other persons the provision is not inconsiderable for an agricultural country.

CHAPTER VIII.

EDUCATION OF SPECIAL CLASSES AND COMMUNITIES.

1. *European Education.*—During 1931-32 there were 10,191 (8,858) pupils in 35 (36) English Schools, of these 5,899 (5,704) were European children and 4,292 (3,154) were non-Europeans. The percentage of European pupils was 58 (64), 110 (125) Europeans were studying in colleges, 2,413 (2,443) in secondary schools for boys, and 3,409 (3,370) in secondary schools for girls. Not a single European was being trained as a schoolmaster, though 57 (45) European girls were being trained as schoolmistresses. Nine (9) Europeans passed the B.A. or B.Sc. examination ; 23 (27) passed the University Intermediate examination ; 131 (66) passed the English High School examination ; and 427 (184) passed the Seventh Standard examination.

In 1930 the date of public examinations for English schools was changed from November to March, and since then the same question papers have been used in the two High School Examinations except for certain subjects. The change of date suited the majority of the English Schools which are in the plains but proved inconvenient to hill schools. English Schools for boys continued to find difficulty in obtaining suitable staffs, but the schools for girls were well staffed and attained on the whole a higher standard of efficiency. The number of children learning Burmese has rapidly increased, and the standard of attainment in Burmese has shown considerable improvement.

2. *Mohamedan Education.*—During the year 1931-32, 26,079 (22,004) Mohamedans were under instruction in public institutions ; 15,443 (13,015) were in 205 (185) special Mohamedan Schools ; six (7) of these were anglo-vernacular schools and the rest vernacular. 6,153 (4,234) pupils attended 122 (89) elementary private schools teaching the Koran. The number of girls in public institutions was 7,570 (5,831). Six (2) Mohamedan girls were in Arts Colleges, 153 (95) were in English schools, 510 (310) were in anglo-vernacular schools, the rest were in vernacular schools. During the last ten years there has been a marked increase in the number of Mohamedan girls in English schools. Nine (5) Mohamedans passed the B.A. or B.Sc. examination, 12 (12) passed the Intermediate examination, 66 (45) passed the Anglo-Vernacular High School examination, 425 (182) passed the Middle School examination and 1,044 (841) passed the Fourth Standard examination. The above figures show considerable progress especially in the education of girls ; Mrs. Tyabji's Vernacular

Middle School and Training Class for Teachers in Rangoon have done useful service in this connection. The controversy between the Burmese Muslims who want Burmese as the medium of instruction and the Indian Muslims who want Urdu continued throughout the period. After the annual Burma Muslim Educational conference held at Pegu in December 1929 the Burmese Muslims seceded and formed a Burma Muslim Education Association of their own. This controversy has so far proved insoluble, the present writer can suggest no immediate solution, and space does not permit a further reference to it here.

3. *Karen Education.*—The Karens have 14 (14) anglo-vernacular schools attended by 3,687 (4,538) pupils. They have also 920 (976) recognised vernacular schools attended by 47,113 (42,676) pupils. The statistics supplied by Deputy Inspectors mention only 143 (143) private Karen schools attended by 2,813 (2,588) pupils, but this must be an underestimate. In recent years the Karens have applied unsuccessfully to Local Education Authorities for the recognition of many well attended schools. In 1930 Government decided that Local Education Authorities might recognise without aid schools which were efficient and capable of supporting themselves. The Karens are the only community which has taken any general advantage of this concession. An agricultural community suffers severely when there is no market for grain, and this explains the decline in the number of Karen schools and pupils. Karens, Indians, and other minority communities have complained during recent years that they have not received fair treatment from the Local Education Authorities in the matter of recognition and aid. Such complaints are difficult to investigate for Local Education Authorities have been very hard pressed and have been obliged to disappoint many Burmese schools as well as others.

4. *Shan Education.*—Besides the School for Shan Chiefs which contains 81 (63) pupils the Shans have one aided Anglo-Vernacular school attended by 387 (255) pupils. They have also 128 (148) vernacular schools attended by 7,209 (7,035) pupils. The Federated Shan States recorded an increase of 19 registered schools and 2,588 pupils during the five years. The expenditure on education other than buildings rose only from Rs. 3,81,734 to 4,65,146 ; good value has been obtained for the money spent and when the authorities have completed their road programme a much larger share of the revenues from the states can be profitably spent on the education of the people. Mr. Kinch, the Chief Education Officer, protests against the suggestion that Shans are apathetic and indifferent to education and considers that their attitude should now be described rather as one of disappointment. All the Shan Chiefs have taken a personal interest in their schools which are now controlled by an elected Standing Committee of the Council of Chiefs. The policy of converting State vernacular schools

into schools providing free and purely vernacular education up to standard four and anglo-vernacular middle school education on payment of fees with concessions for poor pupils has proved successful and will be extended when funds are available.

5. *Chin Education.*—The Chins have 4 (5) anglo-vernacular schools attended by 449 (445) pupils and also 65 (52) vernacular schools attended by 3,005 (2,285) pupils. Owing to want of funds a check had to be placed on the expansion of vernacular schools in the Chin Hills district, where very rapid progress had been made in the preceding quinquennium by the use of Roman characters for the Chin vernaculars. Both the anglo-vernacular and vernacular schools already established made good progress.

6. *Kachin Education.*—There were 62 (60) Kachin vernacular schools attended by 2,935 (1,994) pupils. The progress of education amongst the Kachins was retarded by their poverty and by a decrease in grants to buy rice for their boarding schools. They live in small scattered villages and this renders the provision of schools difficult.

7. *Tamil and Telegu Education.*—The Tamils and Telegus have 20 (15) anglo-vernacular schools attended by 4 820 (3,824) pupils. They have also 62 (58) vernacular schools attended by 4,425 (3,584) pupils. Though most of the Tamils and Telegus in Burma are illiterate labourers who move about in search of work and expect their children to work early there was a steady increase in the number of schools and pupils until 1930. Since then a number of vernacular schools has been disregistered either for want of attendance or for want of funds and no new schools have been registered by Local Education Authorities except two in Rangoon. A Tamil and Telegu Teachers Association for Rangoon was organized in 1924, continues to do good work and possesses a library of 700 books.

8. *Môn Education.*—The number of Môn vernacular schools and pupils showed a marked increase with 58 (42) schools and 6,722 (3,590) pupils. The increase of 3,132 pupils is due to renewed interest in the Môn language and to the appointment of a Môn Deputy Inspector at Moulmein.

9. *Borstal Training School, Thayetmyo.*—In June 1931 the Reformatory School at Insein was closed and the pupils were transferred to the Borstal Institute at Thayetmyo, which contains a Borstal School and a Senior Training School. Fifty-eight boys from the Insein Reformatory were transferred to the Senior Training School in June 1931 and forty-eight have been admitted since. The institute aims at giving these boys just sufficient general education to enable them to read and write and to know something of accounts so that they may not be swindled by employers or maistries. The main object is to fit them for manual

labour. Carpentry, blacksmithery and gardening were taught. The general health of the boys has been good; they are allowed to keep sabbaths and visit pagodas, and they receive instruction weekly from a monk. They have facilities for recreation and games similar to those in ordinary schools.

10. *Education of Defectives.*—The last census report shows that there were 5,214 deaf and dumb, and 2,310 blind persons in Burma between the ages of five and twenty, but only a very small percentage of this total is in special schools. There are only three schools for defectives, all under the control of Christian Missions. The Society for the Propagation of the Gospel is responsible for the School for the Blind at Kemmendine; it teaches the ordinary curriculum for vernacular schools with the addition of extra technical instruction and organised recreation. The number of pupils on the roll last year was twenty-five. Though additional accommodation had been obtained funds would not permit the admission of any more pupils. The founder of the school, Father Jackson, died in 1931 after working fourteen years for the education of the blind in Burma. The same mission supports St. Raphael's school at Moulmein. The number of pupils last year was sixteen (eleven in the primary and five in technical classes). The primary class follows the ordinary Government syllabus for vernacular schools, and the technical classes receive instruction in basket-making, mat-making, weaving and gardening. Here also it was impossible to increase the number of pupils owing to shortage of funds. Miss Marshall, a qualified teacher for the deaf and dumb with eight years experience, took charge of the teaching last year at the Mary Chapman Training College for Teachers and School for the Deaf. Twenty-seven children are now on the rolls (twelve are Chinese, nine Burmans, two Anglo-Indians and four Indians). It is hoped soon to accommodate thirty children. The children are taught lip-reading, speech, language, arithmetic, geography, hand-work and drill. The school has not yet succeeded in using any language other than English as the medium of instruction.

11. *Adult Education*—(*a*) *Night Schools.*—Nineteen (18) night schools were aided by capitation grants. The number rose to twenty-six in 1929. Most of them are run by Indians for Indians, and suffer from inadequate staffing, bad lighting, ventilation and accommodation, defective organization of work, and the mixing up of adults and pupils of school-going age. Few of them will stand the test of a surprise inspection. (The above criticisms are copied almost verbatim from the last annual report on Education in Madras.) Nevertheless the Rangoon Inspectors consider that a certain amount of useful work is being done and that some pupils improve their prospects by attending them:—"There are instances of coolies becoming maistries, and ordinary

postal peons becoming money-order peons after learning to read and write their language and picking up some English." Three Military Police Battalion schools received grants under our night-school regulations.

(*b*) *Libraries.*—The Bernard Free Library is managed by a Board of nine Trustees nominated by the University, Government, and the Municipal Corporation of Rangoon. It received Rs. 8,500 from Government and Rs. 3,600 from the Corporation. Its expenditure last year amounted to Rs. 14,209, including the purchase of 511 books at a cost of Rs. 5,010. The amount spent on books was thus about one third of the total expenditure, the average proportion in public libraries. This library spends also a considerable amount of its income on the preservation, renovation, and copying of Burmese manscripts. The library contains over 16,000 books. The number of registered borrowers was 1,832 (2,297) and the number of books issued was 6,334.

During the period there was a marked improvement in the provision of libraries and in the public appreciation of them. Sixty-one (8) libraries received grants from Government to the amount of half the cost of books purchased. The present form of grant ignores expenditure on premises and maintenance. When these libraries grow it should be replaced by a maintenance grant, for a large library cannot be expected to spend much more than one-third of its revenue on the purchase of books. Tharrawaddy District contains twenty of the sixty-one libraries aided by Government. There are many unaided semi-public libraries started by teachers' associations and thrown open to the public. There are ten such libraries and forty small teachers libraries and reading clubs in the Tenasserim Circle alone. The Deputy Inspectors have done useful work as propagandists of the library movement and in starting village libraries and social clubs. Libraries are becoming centres of intellectual and social life and frequently organise lectures and debates. The Jubilee Library at Toungoo and the recently formed municipal library at Moulmein have specially good records in this connection. Grants for adult education are, if wisely allocated, a very sound investment, and this is specially true of grants to libraries. Like the late Mr. Rodway Swinhoe's charging buffalo they will provide "lots of run for little money". The library movement in Burma is a promising movement and deserves further financial encouragement.

The Rangoon Literary Society is a subscription library with 234 members. Its total income amounted to Rs. 10,408 and it purchased 500 new books during the year besides periodicals. It has helped the reading public outside Rangoon by providing the Director gratis with books for a circulating library. Throughout the period the Director circulated to various centres boxes of English books provided by this society, and also boxes of Burmese books for which Government paid.

The reading habit in Burma has been retarded by the absence of good light literature in the vernacular. Several novels worth preserving have been published in recent years but editions are usually small and intended for quick sale like magazines. " When one hears of a good story it is already out of date and out of print". It would pay an enterprising publisher to publish in cloth bindings a series of reprints of the best modern novels.

The Burma Education Extension Association founded in January 1928 did valuable propaganda for adult education and its lecturers gave useful advice on the establishment of libraries outside Rangoon. At the beginning of the quinquennium we were looking for some association to co-operate with Government and with the University for the provision of facilities for adult education and this association was ready to undertake the rôle. Towards the end of the period, when Government could spare no money for new schemes and the teaching staff of the University was more than fully occupied by internal duties, the Burma Education Extension Association became less active. It received a severe blow last year when its founder, Mr. J. S. Furnivall, left the country. It is hoped that this promising association will soon revive its activities, perform the work of a Provincial Adult Education Association, and provide the link between Government and the public which will be required for the satisfactory organization of adult education.

CHAPTER. IX.

Private Institutions.

1. The number of " Advanced institutions, Pali schools which do not prepare for the Patamabyan examination " is said to have increased from 256 to 500 during the quinquennium. The number of pupils in these schools is estimated at 7,752 (4,344). The reports from Inspectors do not explain this increase. There has evidently been increased interest in the study of Pali, and a number of voluntary associations have recently provided examinations and prizes. The number of elementary private schools was 17,458 (18,003) with 184,046 (188,798) pupils. The number of " other private schools " was 114 (101) with 4,442 (5,294) pupils. Until recent years there were few vernacular private schools other than monastic and the number was steadily decreasing. When it became difficult to get schools recognised by Local Education Authorities the number rose again, and the proportion of private lay schools to monastic schools has increased for the same reason especially in Arakan. The demand for cheap schools teaching English has favoured the establishment of unrecognised anglo-vernacular schools and the official figure for " other private schools " is

probably an underestimate. The last 'non-recognition' national school has disappeared. The Chettyar community provides for its children a well equipped and well staffed private secondary school at Kanbè.

2. *Patamabyan Examination.*—The number of monastic schools preparing pupils for the Patamabyan examination was 1,034 (734). In 1932 the examination was held at 22 (17) centres. Three hundred and ninety-four (182) appeared for the Patamagyi or Patamagyaw standard and 57 (70) passed ; 876 (731) appeared for the Patamalat standard and 216 (318) passed ; 2,296 (1,956) appeared for the Patamange standard and 716 (780) passed ; this gives a total of 3,567 (2,869) candidates and 989 (1,168) passes.

Government spends large sums of money on this examination and it is conducted through the agency of the Education Department and a representative committee. In this way Government encourages Pali studies in monasteries and continues the traditional connection between them and the state. Since 1914 Rs. 20,000 has been distributed annually to monastic schools according to the success attained by their pupils in the examination. Rewards are also paid to all candidates who pass ; the pre-war rate was Rs. 100 for a pass by the Patamagyi, Rs. 75 by the Patamalat and Rs. 50 by the Patamange. During the war and up to 1928 the rates for Patamalat and Patamange were somewhat reduced but after 1929 to 1931 the pre-war rates were restored. This greatly increased the number of candidates but cost more than Government could afford. Last year it was therefore proposed as an economy to restrict rewards to candidates who had obtained sixty per cent of the maximum marks for Patamagyi and fifty per cent for Patamalat and Patamange. This proposal caused a complete boycott of the examination at Mandalay and attempts to boycott the examination elsewhere. To avoid a general boycott it was decided at the last moment to effect a *pro rata* reduction in the rewards in accordance with the limited budget provision and to pay rewards to all who secured passes. The awards thus worked out at Rs. 87 for Patamagyi, Rs. 65 for Patamalat and Rs. 43 for Patamange.

In 1929 when Vinaya was introduced as a compulsory subject in the examination the Sayadaws of Rangoon objected and threatened to boycott the examination if Vinaya was not excluded from the syllabus. A compromise was reached by providing Datukattha as an alternative subject to Vinaya. One cannot but regret the importance which monastic candidates attach to monetary rewards in connection with this examination, and the tendency they have shown to express their disapproval of arrangements for the examination by threatening boycotts likely to lead to breaches of the peace. It has been necessary in earlier reports to comment also on attempts at 'copying', the unruly conduct of certain monastic candidates, and difficulties in supervising the

examinations. It is satisfactory that during the examinations in 1931 and 1932 the conduct of nearly all candidates was exemplary.

At all centres pious Buddhists generously undertake to provide all the candidates with their morning meals. The collection of funds and arrangements for feeding such a large number of monks on the ten successive days of the examination have been undertaken by voluntary committees at all centres with uniform success, except at Sagaing in 1927 when the candidates threatened to boycott the examination because the arrangements for food had temporarily broken down through a misunderstanding.

CHAPTER X.

Moral and Physical Training.

1. "In Burma we have in the Tharrawaddy District one of the most enlightened districts in Lower Burma; it has the largest number of Elementary Training Classes and the only Normal School in the Division; it possesses more Anglo-Vernacular and Vernacular schools and more pupils attending the same than any other district in the Pegu Division, and last year its percentage of passes in Public Examinations was the highest in its history; and yet Tharrawaddy has a bad record for crime". In making the above statements the writer of our last quinquennial report asked a question but did not stay for an answer. If it had been possible to supply one Tharrawaddy might not have become the centre of a serious rebellion. The Inspector of Schools for Pegu Circle attempts to explain the same anomaly. He quotes, but does not endorse, the opinion of a District Superintendent of Police that education was responsible for the rebellion, and goes on to insist that literacy cannot be expected to check superstition and ignorance unless it leads to the assimilation of knowledge and teaches people how to reason. Though most of the rebels were literate very few of them were educated men. Tharrawaddy has recently welcomed scouting and libraries. If such movements continue to spread from towns to the villages we may hope that Tharrawaddy will soon cease to provide District Superintendents of Police with arguments against popular education and educational annalists with conundrums.

There were no serious breaches of discipline or school strikes during the period except in 1930 when a strike at Cushing High School, Rangoon, threatened for a time to affect others. The strikers objected to Christian teaching in aided anglo-vernacular schools and appealed to religious and national prejudices. This led to public controversy about our educational rules and to an addition to the Conscience Clause intended to prevent non-Christian children from receiving Christian religious instruction unless their parents have been consulted and have approved.

The morals of school boys were constantly under discussion during the quinquennium. The two chief schools of opinion are well expressed in the following extracts from the reports of Inspectors. The Inspector at Minbu writes :—" Burmese public opinion finds in a good knowledge of Buddhist scripture a sure remedy for all ills arising from defective characters . . . . . Local associations and villagers offer prizes out of their pockets on the results of a competitive examination for the encouragement of scripture learning. To these elders and the vernacular school masters Mr. Paterson's scheme for the reduction of crime by the formation of scout troops in villages makes no appeal ". The Inspector of Schools for Tenasserim Circle summarises the opinion of educational officers as follows :— " For effective character building any direct or doctrinal form of moral instruction in the class room is doomed to failure unless it is supplemented by a process of training boys and girls to cultivate right habits of thought and action in school games, scouting, girl-guiding and social functions. A boy who has been efficiently taught not to take an unfair advantage of an opponent's weakness or the referee's unintentional errors in a game is less likely to take advantage of an invigilator's slackness in an examination hall than one who knows a volume of religious doctrines and precepts but does not play games. "

The Ministry of Education desired that Buddhist religious instruction in schools should be more comprehensive, systematic, and continuous, and appointed in 1928 a public committee to consider and report on Buddhist religious instruction for Buddhist pupils in vernacular lay schools under Buddhist management. In 1931 in accordance with the recommendations of this committee Government ordered that provision should be made for daily religious instruction to Buddhist pupils during the first period of the morning in all lay and monastic schools and also in Government Anglo-Vernacular Schools ; also that once a week lay school teachers should take their pupils to monastic schools for service or instruction, or invite monks to visit their schools for this purpose. The committee also drew up a syllabus which is still under revision but will soon be published. The Buddhist public builds high hopes on these orders ; they have been in force for only a year and a half and it is too early to comment on their success. They have sometimes been difficult to enforce in anglo-vernacular schools and have not always been popular with anglo-vernacular teachers, parents and school boys. " All that can be said with any degree of definiteness ", writes one Headmaster, " is that the moral behaviour of the pupils has shown no marked difference one way or the other since religious instruction has been made a class subject in November 1931. " The Headmaster, Government Anglo-Vernacular School, Sagaing, doubts whether the compulsory system is as beneficial as the old voluntary system. The success of weekly instruction by Buddhist monks must depend like all

other teaching on the competence of the instructor. "Unless carefully selected", writes one Inspector, "visiting Phongyis are not very successful with school children ; they usually recite portions of scriptures at great length with little regard for the endurance of the children or the limitations of the time-table. A difficult situation sometimes arises when the Phongyi ignores the bell at the end of the period and no one has the temerity to interrupt the service." One result of the introduction of compulsory religious instruction for Buddhists in Government Anglo-Vernacular Schools has been that Christian and Mohamedan parents and teachers in these schools have more often arranged regular religious instruction for their children. In some schools this provision was not new ; for over twenty years Government has encouraged in its schools the voluntary provision of religious instruction for all communities.

2. *Scouting.*—In December 1926 Government appointed a public committee under the Chairmanship of Sir Benjamin Heald to make recommendations for the extension of Scout-craft and Physical Training in Burma ; it reported in December 1927. In spite of financial difficulty Government has carried out a certain number of its recommendations, and has met the cost of two additional Deputy Chief Scout-masters who have worked from Nyaunglebin and Zigon and succeeded in introducing scouting into many villages. The committee recommended that the system of scouting should as far as possible be Burmanised and based on ideas familiar to villagers, and considerable progress has been made in this direction. The Scouting Association in spite of hard times and the need for retrenchment made steady progress throughout the period under the Provincial Commissioner Mr. Robey. Last year there were 5,584 Scouts and 232 Troops. Government made liberal grants for camping and the training of Scouters. The Provincial Headquarters of the Boy Scouts Association does not record all public services rendered by Scouts, but it has supplied the compiler of this report with a list including not less than three occasions when life was saved, and many others when first aid was rendered. Scouts have often rendered service in emergencies caused by fire, floods, and earthquakes. They have collected funds and clothing for relief work ; they have provided ambulances and given other help at pagoda festivals and on many other public occasions.

3. *Girl Guides.*—In 1931-32 there were thirty-seven Guide Companies in the Province, twenty-six Bluebird Flocks, three Ranger Companies, eighty Guiders, 744 Guides, 503 Bluebirds, fourteen Rangers and thirty-one Lone Guides. Training camps for guiders were organised at intervals, but the chief need is still for Guiders. "It seems more difficult each year to get young women to give the necessary time to training and looking after a company or flock." The Provincial

Secretary states that the number of Guides could rapidly be doubled if Guiders were available. The Tharrawaddy Guides carried on their work in spite of many difficulties and rendered valuable assistance at the concentration camp for prisoners, teaching the women to sew and organising games for the children.

4. *Rangoon Playgrounds.*—The Rangoon Playgrounds Committee appointed by Government in 1926 reported in October 1927. Too many interests were involved for immediate action to be possible on most of its recommendations, and before long financial considerations caused further delay. The appointment of this committee has nevertheless had valuable results. The Development Trust has placed an enclosed ground at Bagaya Road at the disposal of the Rangoon Schools Athletic Association, the Corporation of Rangoon has laid out football and cricket grounds at the Theinbyu triangle and provided an enclosed recreation park for women and a number of unenclosed football ground for schools at the Dufferin Garden in East Rangoon. The proposal for a statutory authority to control all playgrounds in Rangoon has been dropped, but effect has recently been given to one of the main recommendations of the committee, for a single authority now allocates to schools all the public football grounds in the town available for their use. The Military authorities have leased to the Director of Public Instruction five football grounds on the maidan, and the allocating authority for these grounds, and also for those provided elsewhere by the Rangoon Development Trust and the Municipality, will in future be the two Inspectors of Schools for Rangoon working in conjunction with the Rangoon Schools Athletic Association. There is now a far better provision of playgrounds for both clubs and schools in Rangoon than existed five years ago. It rests with the schools and the Rangoon Schools Athletic Association to make full use of them.

5. *Rise and Decline of a new Department for Physical Training.*—In accordance with the recommendations of the Heald Committee for the Extension of Physical Training to Villages (1927), and further recommendations by a contemporary departmental committee on Physical Training in Anglo-Vernacular schools, Government began to build up a provincial Physical Training Department under the Director of Public Instruction. Mr. Healy of the Young Men's Christian Association continued to serve as Director of Physical Training until his recall to America in 1931. Two Assistant Inspectors of Physical Training were specially trained at the Young Men's Christian Association School at Madras and began work in June 1929. They encouraged the formation of school athletic associations in towns and gave them valuable advice, helped to organize sports for Anglo-Vernacular and Vernacular School boys, gave demonstrations and short courses of training for teachers and normal students in all our larger towns; paid special

attention to indigenous games ; and trained many Anglo-Vernacular and Vernacular teachers during the hot weather at Cabin Island near Rangoon. For two years the success of Mr. Healy and his two lieutenants was remarkable. The retrenchment axe then fell heavily on this new department not because Government had any doubts of its utility but because all the appointments were still temporary. No Director was appointed in place of Mr. Healy when he resigned in 1931, and the temporary post of one of the Assistant Inspectors has been abolished. To recover the position reached in 1931 will be difficult and costly.

6. *Medical Inspection of School Children.*—The Director of Public Health's last report on the working of this scheme, which had been in force since 1921, shows that parents were beginning to appreciate it and pay more attention to the recommendations of medical officers ; with experience the work of medical officers was also improving. The retrenchment axe fell also on this scheme and at the end of 1931-32 schools were informed that the scheme had been temporarily suspended. Some of the medical officers have offered to carry on their work gratis and it is hoped that school authorities will make every effort to provide medical inspection without grants-in-aid until such time as Government is able to resume them. The Rangoon Education Board introduced a scheme for Medical Inspection of vernacular school children in 1931, but no other local Education Authority has been able to afford it.

In 1929 and 1930 lectures on school hygiene were given to anglo-vernacular and vernacular teachers at eleven centres. At the end of each course examinations were held and certificates awarded, but the scheme was abandoned for economy in 1931. It will be worth reviving for in the matter of hygiene there is much room for improvement in vernacular schools. The vernacular schoolmaster has to teach hygiene but seldom practices it. The Inspector of Schools, Pegu, complains that class rooms are usually clean but school compounds hopelessly dirty ; "one seldom finds the pupils cleanly dressed with finger nails cut and hair well oiled and knotted".

7. *Hostels.*—The number of school and college hostels was 396 (439) with 15,417 (24,310) boarders. The closing of fifty-one Elementary Training Classes during the period explains the decline in the number of hostels. The number of boarders in other hostel fell because parents were unable to afford hostel fees.

CHAPTER XI.

Local Education Authorities.

1. Vernacular schools which comprise three-fourths of the provincial total are controlled by fifty-eight Municipal Committees, fifteen Town Committees, twenty-eight District School Boards, and twenty-two

Deputy Commissioners. Seventy-five (72) per cent of the vernacular schools are controlled by District Boards which have in their charge 4,238 (3,974) schools ; 12 (11) per cent., or 655 (614) schools, are controlled by Municipal or Town Committees ; while 13 (12) per cent, or 767 (678) schools, belong to the " excluded areas " of which Deputy Commissioners are the Local Education Authorities.

2. The reviewer has before him the Secretary for Local Self-Government's annual appreciations of the work of each local authority, the annual reports of the Local Audit Department, and a mass of correspondence with Inspectors, Commissioners, and Local Education Authorities about their affairs, material sufficient for a chapter of as many pages as are allowed for the whole of this report. Severe compression of what should be the most important chapter is therefore unavoidable.

" Embezzlements, Double Payments, and other Serious Irregularities in the Accounts of District School Boards " occupy five pages of the printed Report of the Local Audit Department for 1930-31. Unexplained payments of advance increments and payments in excess of sanctioned scales, failure to insure that building grants are spent on the objects for which they were provided, and payments of travelling allowances for journeys not performed appear among general defects and irregularities common to the accounts of most of the School Boards. More serious irregularities by individual authorities are also recorded, such as placing orders for furniture with contractors without calling for tenders and at excessive rates.

Too many teachers find it pays to frequent the houses of influential members of School Boards and by doing so succeed in obtaining transfers to more desirable schools where they can earn a higher charge allowance. It is often difficult to obtain the recognition of a deserving new school without much canvassing.

The Mandalay Municipality and the Kyauksè District Council and School Board were temporarily abolished for mismanagement during the period and their duties were for some time carried out by special officers. There was justification for similar action in the Henzada and Yamèthin Districts, where the services of special officers were required to restore order out of confusion. The secretaries of the District Councils at Kyauksè and Bassein were convicted for embezzlement of public funds. Occasional inquiries into complaints that certain members of District School Boards had taken bribes from teachers showed that such complaints were not always unfounded. The chairman and members of some School Boards spent recklessly as long as they had money in hand without regard to budget provision and other commitments. The chairman of one District School Board is reported by an Inspector to have expressed these views at a meeting :—" What else is money for if it cannot be spent ? Burma will be as far off from the much-

talked-of Home Rule as ever if the Chairman of a District School Board is so witless as to refrain from spending the money the Board has in hand."

The Burma Rural Self-Government Act has permitted election of teachers to District School Boards and their presence would have been beneficial if they had not misused their opportunities. Abuses have become so general that Government has recently decided that Local Education Authorities may not, without the sanction of the Commissioner, make any grant or payment to any school if any member of its staff is also a member of the Local Authority responsible for the payment.

Besides the District Authorities already mentioned, the Insein, Bassein and Shwebo District School Boards and the Maubin and Paungde Municipalities mismanaged their affairs ; there was however a distinct improvement under a new Shwebo District School Board after 1930. During the last year of the period, when the revenues of District Councils had fallen disastrously, our system of local administration almost broke down under inferior District Councils and School Boards, and even Boards which had formerly paid their teachers with regularity failed for many months to meet their obligations. The result has been that teachers have begun to lose confidence in their School Boards ; " The popular belief among villagers generally is that members are out just to gain something for themselves " (quoted from the Annual Report of the Inspector of Schools, Mandalay).

Some Local Education Authorities on the other hand have done excellent work in spite of difficulties. The Myingyan District Council is one of the most alive local authorities in Upper Burma, and has taken steps to increase its local income ; its School Board also did admirable work and has provided four towns with Board Schools. The Ministry has thanked the Chairman of the Thayrawaddy School Board for good work, the Prome School Board is specially commended for successful and economical administration. The Thatôn District School Board stands very high in the public esteem, the Sagaing District School Board has not been discouraged by the necessity for retrenchment but is anxious to give good service to the district, the Chairman and members are really interested in their work. The Lower Chindwin School Board takes a genuine interest in education, the members are enthusiastic and have shown a good example by organising District Educational Conferences and Sports.

3. " Our relations with educational officers have been cordial " appears with monotonous regularity in the annual reports of Local Authorities, and reciprocal statements appear in those of Inspectors and their deputies. Too many of them still tend to look a difficulty boldly in the face and . . . . pass on, and would have done better if their

relations with incompetent and dishonest local authorities has been a little less cordial. Nevertheless departmental officers gave valuable help and sound advice to Local Authorities throughout the period, and their services were generally appreciated. A few School Boards passed special votes of thanks to Deputy Inspectors of Schools when retiring or transferred to another charge, and one could wish that this courteous practice were more general.

The annual report for 1927-28 mentioned the immoderate length of School Board meetings by which the efficiency of a Board and its Secretary too often stands condemned. There has been some improvement, but our School Boards might still study with profit Bacon's Essay on Despatch ; "The keeping close to the matter and not taking of it too much at once procureth despatch" . . . . "Measure not despatch by the times of sitting but by the advancement of business."

4. In areas excluded from the operation of the Rural Self-Government Act things have gone smoothly. The Inspector of Schools for Sagaing Circle writes as follows :—"The Deputy Inspectors of Schools give a glowing account of the work done by the Deputy Commissioners who caused their subordinate Civil Officers to co-operate with the Deputy Inspectors so as to secure greater efficiency in the control and administration of schools in their districts . . . . A Deputy Inspector, when for the first time posted to an excluded area, bewails his lot at the prospect of malaria and difficult journeys, but after serving for a year he begins to change his tune, knowing what it is to work with District School Boards, and winds up with a request not to transfer him elsewhere."

5. The Rangoon Education Board has not suffered from serious financial difficulties and has effected many improvements ; six vernacular schools were municipalised and two of them were provided with first rate buildings ; two trained Physical Instructors were employed ; a scheme for medical inspection was introduced, and a playground was provided for vernacular schools in the Lanmadaw area. The Rangoon vernacular schools are liberally staffed and their teachers enjoy a superior scale of salary. The average expenditure per pupil was Rs. 29-3-0 in 1931-32.

6. The average cost per child for one typical division, Irrawaddy, containing five District School Boards, one Deputy Commissioner's Local Fund and fourteen Municipal Authorities, works out at fifteen rupees seven annas for the five years period. The Municipal Committees show the highest rates varying from Rs. 26-4-0 (Myaungmya in 1929-30) to Rs. 8-4-0 (Kyaugin in 1927-28). The highest rate for any year for a District School Board was Rs. 15-15-0 (Pyapôn in 1928-29) and the lowest Rs. 8-12-0 (Maubin in 1927-28). The average rate in

municipal areas is higher than in rural areas because better qualified teachers with longer service are available in towns and draw higher pay. Variations depend mainly on the qualifications of teachers but also on administrative capacity. For this reason, though average expenditure per child will serve as a general guide, it cannot always be relied on as a criterion of the economy of any Local Authority.

7. All Local Authorities outside Rangoon were severely tested in 1930 and 1931 by the abnormal financial depression. Their normal disability since 1927 has been, as explained in earlier reports, that they have in practice no power to levy taxes, and depend for most of their funds on fixed Provincial contributions which make inadequate provision for incremental scales of pay and no provision at all for the increase of schools so earnestly desired by the public. It is impossible to meet expanding needs from a fixed revenue. On the whole our Local Education Authorities have had a thankless task. When "hungry sheep look up and are not fed," who would change places with their shepherds ?

CHAPTER XII.

FINANCE.

1. *Total Expenditure.*—The total expenditure on education in the last year of the quinquennium was Rs. 2,11,11,085 (Rs. 1,93,83,804). The expenditure for each year was as follows :—

	General.	Contribution to University Building Trust.	Total.
	Rs.	Rs.	Rs.
1927-28 ...	1,93,44,339	25,00,000	2,18,44,339
1928-29 ...	1,95,29,743	21,00,000	2,16,29,743
1929-30 ...	2,06,14,047	16,00,000	2,22,14,047
1930-31 ...	2,13,33,088	2,00,000	2,15,33,088
1931-32 ...	1,93,11,085	18,00,000	2,11,11,085

The decrease of over Rs. 20 lakhs in 1931-32 is mainly due to the abolition of posts and to emergency economies. Every effort was made to effect these large economies without destroying existing institutions. Consequently the loss of schools and pupils in 1931-32 (264 schools and 20,388 pupils) was comparatively small. You cannot however both have your cake and eat it ; the serious effect of these economies in educational expenditure will be distressingly apparent when the statistics of schools and pupils in 1932-33 are available.

2. *Heads of Expenditure.*—Expenditure in 1931-32 under the usual heads was as follows :—

(1) Provincial Funds, Rs. 89,79,083 (Rs. 91,26,512).
(2) Rural Local Funds, Rs. 35,55,878 (Rs. 25,41,805).
(3) Municipal Funds, Rs. 14,24,261 (Rs. 9,59,463).
(4) Fees, Rs. 40,50,873 (Rs. 34,34,700),
(5) Other sources, Rs. 26,53,234 (Rs. 29,31,828).
(6) Federated Shan States Funds, Rs. 4,47,756 (Rs. 3,89,496).

Expenditure from 'other sources' represents that incurred by private persons and bodies, mainly missions or school managers.

Expenditure on Education is thus met from three sources, *viz.* Public Funds, Fees and other sources, but over 50 per cent of the expenditure shown above as from Rural Local Funds was contributed to them from Provincial Revenues.

3. *Direct and Indirect Expenditure from all sources.*—Direct expenditure has increased during the quinquennium from Rs. 1,27,74,349 to Rs. 1,48,95,219. Of this increase Rs. 19,15,089 was spent on Secondary Schools, Rs. 4,58,160 on Primary Schools and Rs. 75,779 on other schools.

Indirect expenditure which includes the cost of direction, inspection, scholarships, buildings and furniture decreased from Rs. 66,09,455 to Rs. 62,15,866. The decrease is due mainly to stoppage of grants for buildings and equipment.

4. *Average cost per head.*—The average cost of educating each pupil in the year 1931-32 was Rs. 28·4 (Rs. 28·0). The average cost per head in the University was Rs. 1,092·8 (Rs. 1,185·2) ; in Secondary Schools Rs. 44·8 (Rs. 40·5) ; in the Upper Primary Rs. 8·04 (Rs. 8·4) ; in the Lower Primary Rs. 16·4 (Rs. 8·7) ; in Training Schools Rs. 238·5 (Rs. 311·3) and in other schools Rs. 41·1 (Rs. 50·9).

5. *Cost per head of population.*—The average expenditure per head of population was Rs. 1-7-0 (Rs. 1-7-6) of which Re. 0-15-9 (Re.0-15-9) was met from public funds.

J. P. BULKELEY,
Director of Public Instruction, Burma.

Dated the 13th September 1932.

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General Summary of Educational Institutions and Scholars.

Area in square miles— 233,707.

Population—

Males	...	7,490,601
Females	...	7,176,545
Total	...	14,667,146

Percentage of Scholars to total population.

	Recognized Institutions.		All Institutions.	
	1932.	1931.	1932.	1931.
Males ...	4·22	4·45	6·81	6·93
Females ...	2·90	2·97	3·01	3·06
Total ...	3·5	3·72	4·28	5·03

	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1932. (1)	1931. (2)	Increase or Decrease. (3)	1932. (4)	1931. (5)	Increase or Decrease. (6)	(7)
RECOGNIZED INSTITUTIONS—							
Universities ...	1	1	...	1,551	1,449	+ 102	
For Males—							
Arts Colleges ...	1	1	...	123	101	+ 22	(a) ... (b) 123 (c) ...
Professional Colleges.	1	1	...	26	42	− 16	(a) ... (b) 26
High Schools ...	206	194	+ 12	54,884	54,875	+ 9	(c) 26,649 (d) 28,235
Middle Schools ...	1,074	1,136	− 62	135,981	143,808	− 7,827	(c) 25,665 (d) 110,316
Primary Schools	4,128	4,337	− 209	255,707	265,478	− 9,771	(d) 255,707
Special Schools ...	1,101	1,064	+ 37	17,720	19,200	− 1,480	
Totals ...	6,512	6,734	− 222	465,992	484,953	− 18,961	
For Females—							
Arts Colleges ...	...	...	...	...	...	...	
Professional Colleges.	...	...	...	...	...	...	
High Schools ...	25	26	− 1	7,606	8,251	− 645	(c) 2,656 (d) 4,950
Middle Schools ...	108	108	.	14,590	14,562	+ 28	(c) 2,437 (d) 12,153
Primary Schools	634	658	− 24	36,203	36,721	− 518	(d) 36,203
Special Schools	24	41	− 17	622	914	− 292	
Totals ...	791	833	− 42	59,021	60,448	− 1,427	
UNRECOGNIZED INSTITUTIONS—							
For Males ...	18,128	17,906	+ 222	200,851	191,930	+ 8,921	
For Females ...	66	51	+ 15	1,542	936	+ 606	
Totals ...	18,194	17,957	+ 237	202,393	192,866	+ 9,527	
GRAND TOTALS ...	25,497	25,524	− 27	727,406	738,267	−10,861	

(a) In Graduate and Post Graduate classes. (b) In Intermediate classes. (c) In secondary stages. (d) In Primary stages.

General Summary of Expenditure on Education, 1931-32.

	Total Expenditure.			Percentage of Expenditure from				Cost per head to				
	1932. (1)	1931. (2)	Increase or Decrease. (3)	Government Funds. (4)	*Local Funds. (5)	Fees. (6)	Other sources. (7)	Government Funds. (8)	Local Funds. (9)	Fees. (10)	Other sources. (11)	Cost per Scholar. (12)
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection	11,59,283	12,25,573	− 66,290	100	...	...		...	...	...	...	...
Universities ...	15,75,267	15,74,881	+ 386	65·28	...	15·72	19	...	...	...	...	...
Board of Secondary and Intermediate Edn.	442	1,031	− 589	100	...	...	...	..	...	...	...	...
Miscellaneous† ...	50,56,583	37,74,681	+12,81,902	60·85	3·03	23·14	12·98	...	...	...	...	...
Totals ...	77,91,575	65,76,166	+12,15,409	67·58	1·97	18·19	12·26	...	...	...	...	...
Institutions for Males.												
Arts Colleges ...	62,861	60,550	+ 2,311	80·05	...	19·95	...	409 1 11	...	101 15 1	...	511 1 0
Professional Colleges	2,19,599	2,31,735	− 12,136	100	...	...	...	8,446 1 10	...	...	...	8,446 1 10
High Schools ...	40,18,115	42,84,900	− 266,785	38·25	7·62	36·18	17·95	28 0 0	5 9 3	26 7 10	12 2 4	72 3 5
Middle Schools ...	39,57,945	43,17,798	− 3,59,853	20·58	54·29	14·08	11·05	5 15 10	15 12 9	4 1 7	3 3 6	29 1 8
Primary Schools ...	21,13,837	26,13,590	− 4,99,753	3·92	92·15	1·56	2·37	0 5 2	7 9 10	0 2 1	0 3 2	8 4 3
Special Schools ...	9,22,281	10,68,625	− 1,46,344	92·35	0·20	2·50	4·95	48 1 1	0 1 8	1 4 10	2 9 3	52 0 10
Totals ...	1,12,94,638	1,25,77,198	− 12,82,560	31·48	38·99	18·42	11·11	7 10 6	9 7 9	4 7 8	2 11 3	24 5 2
Institutions for Females.												
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	8,33,484	8,71,538	− 38,054	29·12	2·63	39·68	28·57	31 14 7	2 14 2	43 7 7	31 4 11	109 9 3
Middle Schools ...	7,45,653	8,08,472	− 62,819	36·57	19·40	23·98	20·05	18 11 8	9 14 10	12 4 5	10 4 4	51 3 3
Primary Schools ...	3,51,217	3,90,216	− 38,999	5·39	72·89	11·79	9·93	0 8 3	6 15 7	1 2 1	0 15 2	9 9 1
Special Schools ...	94,518	3,09,498	−2,14,980	75·39	...	2·68	21·93	77 15 4	...	2 12 4	22 10 11	103 6 7
Totals ...	20,24,872	23,79,724	− 3,54,852	29·91	20·87	27·33	21·89	10 4 2	7 2 7	9 6 0	7 8 2	34 4 11
GRAND TOTALS ...	2,11,11,085	2,15,33,089	− 4,22,003	44·65	23·59	19·19	12·57	17 15 3	9 7 9	7 11 5	5 0 10	40 3 3

* Include both District Board and Municipal Funds.
† Include expenditure on Buildings.

I.—*Classification of Educational Institutions, Burma Proper, 1931-32.*

	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions.												
Universities ...	...	...	...	1	...	1		...	...	...	...	...
Boards of Secondary and Intermediate Education.	...	...	...	1	...	1	...	...	...	...	...	...
Colleges—												
Arts and Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	1	...	...	...	...	1	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade College.	1	...	...	...	...	1	...	...	...	...	...	...
Totals ...	2	...	...	2	...	4	...	...	...	...	...	...
High Schools ...	30	8	6	160	...	204	...	...	1	24	...	25
Middle Schools { English	15	...	...	99	...	114	...	...	...	28	...	28
Middle Schools { Vernacular	5	52	19	847	...	923	...	4	5	65	...	74
Primary Schools ...	28	15	8	3,945	...	3,996	1	3	4	604	...	612
Totals ...	78	75	33	5,051	...	5,237	1	7	10	721	...	739
Special Schools—												
Arts ...	...	...	...	1	...	1	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Forest	1	...	...	...	...	1	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...
Medical	1	...	...	...	...	1	...	...	...	...	...	...
Normal and Training	23	...	...	3	...	26	14	...	...	7	...	21
Engineering ...	1	...	...	...	...	1	...	...	...	...	...	...
Technical and Industrial	1	...	...	1	...	2	...	...	...	...	...	...
Commercial ...	...	...	...	11	...	11	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory ...	1	...	...	...	...	1	...	..	...	...	...	...
Schools for Defectives ...	...	...	...	2	...	2	...	...	...	1	...	1
Schools for Adults ...	...	...	...	21	...	21	...	...	...	1	...	1
Other Schools ...	...	...	...	1,031	...	1,031	...	...	...	...	...	...
Totals ...	28	...	...	1,070	...	1,098	14	...	...	9	...	23
Totals for Recognized Institutions.	108	75	33	6,123	...	6,339	15	7	10	730	...	762
Totals for Unrecognized Institutions.	...	...	...	...	17,529	17,529	...	...	...	...	66	66
GRAND TOTALS ...	108	75	33	6,123	17,529	23,868	15	7	10	730	66	828

IIA.—*Distribution of Scholars attending*

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING.									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science ...	123	92	40	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	26	25	26	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	149	117	66	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	10,439	9,974	710	1,469	1,469	...	1,464	1,464	...
In Middle Schools { English ...	2,341	2,257	98	...	...	...	...	...	...
In Middle Schools { Vernacular	625	625	...	7,060	7,060	465	4,120	4,120	35
In Primary Schools ...	1,507	1,507	...	809	809	...	971	971	...
Totals ...	14,912	14,363	808	9,338	9,338	465	6,555	6,555	35
In Arts Schools	...	...	...	...	...	...	...	...	...
In Medical Schools ...	149	141	128	...	...	...	...	...	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Forest Schools ...	83	79	83	...	...	...	...	...	...
In Veterinary Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	629	605	629	...	...	...	...	...	...
In Engineering Schools	239	239	134	...	...	...	...	...	...
In Technical and Industrial Schools.	39	37	39	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Reformatory Schools ...	99	73	99	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	1,238	1,174	1,112	...	...	...	...	..	...
Totals for Recognized Institutions.	16,299	15,654	1,986	9,338	9,338	465	6,555	6,555	35
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions for Males.	16,299	15,654	1,986	9,338	9,338	465	6,555	6,555	35

Educational Institutions for Males in Burma Proper, 1931-32.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
1,551	1,516	1,038	...	...	...	1,674	1,608	1,078	242
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	26	25	26	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1,551	1,516	1,038	...	...	...	1,700	1,633	1,104	242
41,094	39,295	3,041	...	...	...	54,466	52,202	3,751	10,587
14,102	12,942	995	...	...	...	16,443	15,199	1,093	2,998
104,159	104,159	2,520	...	...	...	115,964	115,964	3,020	44,155
247,242	247,173	575	...	...	...	250,529	250,460	575	107,211
406,597	403,569	7,131	...	...	...	437,402	433,825	8,439	164,951
56	38	...	...	...	...	56	38	...	9
...	...	...	...	...	...	149	141	128	15
..	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	83	79	83	...
...	...	...	...	...	...	...	...	...	...
191	172	191	...	...	...	820	777	820	135
...	...	...	...	...	...	239	239	134	...
192	183	160	...	...	...	231	220	199	13
526	398	...	...	...	...	526	398	...	56
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	99	73	99	...
52	52	52	...	...	...	52	52	52	12
1,886	1,553	...	...	...	...	1,886	1,553	...	41
13,511	13,511	13,511	...	...	...	13,511	13,511	13,511	378
16,414	15,907	13,914	...	...	...	17,652	17,081	15,026	659
424,562	420,992	22,083	...	...	...	456,754	452,539	24,569	165,852
...	...	...	193,688	193,688	...	193,688	193,688	...	6,740
424,562	420,992	22,083	193,688	193,688	...	650,442	646,227	24,569	172,592

IIB.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING.									
IN RECOGNIZED INSTITUTIONS.									
Arts and Science ...	...	...	. .	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	...	...	...	...	...	...	214	214	36
In Middle Schools. English ...	...	...	...	...	...	...	...	...	...
In Middle Schools. Vernacular ...	...	...	...	535	535	...	593	593	...
In Primary Schools ...	32	32	...	168	168	...	430	430	...
Totals ...	32	32	...	703	703	...	1,237	1,237	36
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	200	200	200	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	200	200	200	...	...	...	...	...	...
Totals for Recognized Institutions.	232	232	200	703	703	...	1,237	1,237	36
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions for Females.	232	232	200	703	703	...	1,237	1,237	36
Grand Totals, all Institutions—Males and Females.	16,531	15,886	2,186	10,041	10,041	465	7,792	7,792	71

Institutions for Females in Burma Proper, 1931-32.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Males included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
7,392	6,656	2,015	...	...	...	7,606	6,870	2,051	1,676
5,216	4,730	372	...	...	...	5,216	4,730	372	1,992
7,468	7,468	201	...	...	...	8,596	8,596	201	3,204
34,491	34,408	305	...	...	...	35,121	35,038	305	11,765
54,567	53,262	2,893	...	...	...	56,539	55,234	2,929	18,637
...	...	...	...	...	...	...	...	...	...
293	282	293	...	...	...	493	482	493	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
94	90	...	...	...	...	94	90	...	...
17	16	17	...	...	...	17	16	17	1
...	...	...	...	...	...	...	...	...	...
404	388	310	...	...	...	604	588	510	1
54,971	53,650	3,203	...	...		57,143	55,822	3,439	18,638
...	...	...	1,542	1,542	...	1,542	1,542	...	188
54,971	53,650	3,203	1,542	1,542	...	58,685	57,364	3,439	18,826
479,533	474,642	25,286	195,230	195,230	...	709,127	703,591	28,008	...

IIIA.—*Expenditure on*

Expenditure on Buildings includes Rs. 1,83,900 spent by the
"Miscellaneous" includes the following main items :—
Hostel Charges.
Scholarships.
Stipends.
Travelling Allowance of Medical or Engineering Students.

	Government Institutions.					
	Government funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	...	...	...	...	...	...
Board of Secondary and Intermediate Education.	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	2,19,599	...	...	...	...	2,19,599
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate Colleges	50,322	...	...	12,539	...	62,861
Totals ...	2,69,921	...	...	12,539	...	2,82,460
SCHOOL EDUCATION						
GENERAL.						
High Schools	7,97,355	...	...	3,99,165	...	11,96,520
Middle Schools—						
English	1,89,125	...	...	55,664	...	2,44,789
Vernacular	34,282	...	...	971	...	35,253
Primary Schools	16,446	...	...	...	...	16,446
Totals ...	10,37,208	...	...	4,55,800	...	14,93,008
SPECIAL.						
Arts Schools	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	80,927	...	...	6,556	...	87,483
Normal and Training Schools ...	2,22,991	...	...	...	...	2,22,991
Engineering and Surveying Schools	2,71,981	...	...	5,480	...	2,77,461
Technical and Industrial Schools ...	31,855	...	...	...	...	31,855
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	22,406	...	...	...	...	22,406
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Forest Schools	94,221	...	...	...	...	94,221
Other Schools	...	...	...	...	...	...
Totals ...	7,24,381	...	...	12,036	...	7,36,417
GRAND TOTALS ...	20,31,510	...	...	4,80,375	...	25,11,885

Education for Males in Burma Proper, 1931-32.

Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Government funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Government funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	..	...	...	10,28,370	...
...	...	...	...	...	...	442	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	.
...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	10,28,812	...
...	29,533	31,319	2,915	2,796	66,563	6,64,464	1,35,919
...	...	...	...	...	...	4,47,166	...
...	2,38,537	1,70,004	9,819	...	4,18,360	17,942	12,64,531
...	15,182	11,799	139	...	27,120	14,405	14,93,696
...	2,83,252	2,13,122	12,873	2,796	5,12,043	11,43,977	28,94,146
...	...	.	...	...	...	425	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	10,655	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	12,036	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	7,225	...
...	...	...	...	...	...	9,800	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	87,223	. .
...	...	...	...	...	...	1,27,364	...
...	2,83,252	2,13,122	12,873	2,796	5,12,043	23,00,153	28,94,446

IIIA.—*Expenditure on Education for Males in Burma Proper*—concld.

Expenditure on Buildings includes Rs. 1,83,900 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel Charges. Grants to Teachers Association.

Scholarships.

Stipends.

Travelling Allowance of Medical and Engineering Students.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds. (15)	Fees. (16)	Other sources. (17)	Total. (18)	Fees. (19)	Other sources. (20)	Total. (21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	...	2,47,662	2,99,235	15,75,267	...	...	...
Board of Secondary and Intermediate Education.	...	...	...	442	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	2,47,662	2,99,235	15,75,709	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	1,09,308	10,34,863	7,12,902	26,57,456	...	...	...
Middle Schools—							
English	...	4,65,495	4,10,174	13,22,835	...	...	...
Vernacular	4,75,514	12,291	23,210	17,93,488	...	...	...
Primary Schools	4,27,059	33,029	44,001	20,12,190	...	...	...
Totals ...	10,11,881	15,45,678	11,90,287	77,85,969	...	...	...
SPECIAL.							
Arts Schools	...	460	375	1,260	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	10,655	21,310	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	12,000	24,036	...	...	...
Commercial Schools ...	...	7,410	200	7,610	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	1,800	1,000	18,596	28,621	...	...	...
Schools for Adults	...	2,135	3,869	15,804	...	...	...
Veterinary Schools	...	...	...	...	...	...	...
Forest Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	87,223	...	...	...
Totals ...	1,800	11,005	45,695	1,85,864	...	...	...
GRAND TOTALS ...	10,13,681	18,04,345	15,35,217	95,47,542	...	...	...

	Total Expenditure from					
	Government funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	2,58,893	...	...	...	...	2,58,893
Inspection ...	8,07,365	...	...	...	...	8,07,365
Building, etc. ...	21,79,302	11,100	6,319	...	1,85,668	23,82,389
Miscellaneous ...	7,39,251	1,03,951	28,334	6,85,677	2,56,008	18,13,221
Totals ...	39,84,811	1,15,051	34,653	6,85,677	4,41,676	52,61,868
	10,28,370	...	...	2,47,662	2,99,235	15,75,267
	442	...	...	...	...	442
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	2,19,599	...	...	...	...	2,19,599
	...	...	...	...	...	...
	...	...	...	...	...	...
	50,322	...	...	12,539	...	62,861
	12,98,733	...	...	2,60,201	2,99,235	18,58,169
	14,61,819	1,65,452	1,40,627	14,36,943	7,15,698	39,20,539
	6,36,291	...	...	5,21,159	4,10,174	15,67,624
	52,224	15,03,068	6,45,518	23,081	23,210	22,47,101
	30,851	15,08,878	4,38,858	33,168	44,001	20,55,756
	21,81,185	31,77,398	12,25,003	20,14,351	11,93,083	97,91,020
	425	...	...	460	375	1,260
	...	...	...	...	...	...
	80,927	...	...	6,556	...	87,483
	2,33,646	...	...	...	10,655	2,44,301
	2,71,981	...	...	5,480	...	2,77,461
	43,891	...	...	...	12,000	55,891
	...	...	...	7,410	200	7,610
	...	...	...	...	...	...
	22,406	...	...	...	...	22,406
	7,225	...	1,800	1,000	18,596	28,621
	9,800	...	...	2,135	3,869	15,804
	...	...	...	...	...	...
	94,221	...	...	...	...	94,221
	87,223	...	...	...	...	87,223
	8,51,745	...	1,800	23,041	45,695	9,22,281
	83,16,474	32,92,449	12,61,456	29,83,270	19,79,689	1,78,33,338

IIIB.—*Expenditure on Education*

Expenditure on Buildings includes Rs. *nil* spent by the

" Miscellaneous " includes the following main items :—

Hostel charges.
Scholarships.
Stipends.
Travelling Allowance of Medical Students.

	Government Institutions.					
	Government funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	...	...	...	...	...	...
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	273	...	...	...	...	273
Totals ...	273	...	...	...	...	273
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	46,362	...	...	...	...	46,362
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	46,362	...	...	...	...	46,362
Grand Totals for Females ...	46,635	...	...	...	...	46,635
Grand Totals for Males ...	20,31,510	...	...	4,80,375	...	25,11,885
GRAND TOTALS FOR ALL ...	20,78,145	...	...	4,80,375	...	25,58,520

for Females in Burma Proper, 1931-32.

Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources	Total.	Government funds.	District funds.
(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	18,924	...	..	18,924	2,42,735	...
...	...	...	...	...	...	1,40,414	...
...	13,112	26,447	1,451	...	41,010	7,990	56,205
...	...	6,076	377	...	6,453	15,780	1,91,796
..	13,112	51,447	1,828	...	66,38	4,06,919	2,48,001
...	...	...	...	...	...	...	...
...	...	...	...	..	...	11,206	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,475	...
...	...	...	...	...	...	5,880	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	20,561	...
...	13,112	51,447	1,828	...	66,387	4,27,480	2,48,001
...	2,83,252	2,13,122	12,873	2,796	5,12,043	23,00,153	28,94,146
...	2,96,364	2,64,569	14,701	2,796	5,78,430	27,27,633	31,42,147

III B.—*Expenditure on Education for Females in Burma Proper*, 1931-32—contd.

Expenditure on Buildings includes Rs. *nil* spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel charges.
Scholarships.
Stipends.
Travelling Allowance of Medical Students.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	(17)	(18)	(19)	(20)	(21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	3,012	3,30,678	2,38,135	8,14,560	...	...	...
Middle Schools—							
English	...	1,54,894	1,34,465	4,29,773	...	...	...
Vernacular	48,852	4,261	3,902	1,21,210	...	...	...
Primary Schools	58,125	41,048	32,747	3,39,496	...	...	...
Totals ...	1,09,989	5,30,881	4,09,249	17,05,039	...	...	...
SPECIAL.							
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	11,206	22,412	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	3,644	7,119	...	...	...
School for Adults	...	2,532	5,880	14,292	...	...	...
Other Schools	...	...	...	...	...	...	...
Totals ...	...	2,532	20,730	43,823	...	...	...
Grand Totals for Females ...	1,09,989	5,33,413	4,29,979	17,48,862	...	...	...
Grand Totals for Males ...	10,13,681	18,04,345	15,35,217	95,47,542	...	...	...
GRAND TOTALS FOR ALL ...	11,23,670	23,37,758	19,65,196	1,12,96,404	...	...	...

	Total Expenditure from					Total.
	Government funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	(27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ...	43,730	...	...	...	...	43,730
Building, etc. ...	55,041	1,387	269	...	55,041	1,11,738
Miscellaneous ...	89,723	929	1,100	4,20,364	63,869	5,76,005
Total ...	1,88,494	2,316	1,369	4,20,364	1,18,930	7,31,47
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	2,42,735	...	21,936	3,30,678	2,38,135	8,33,484 8
	1,40,414	...	...	1,54,894	1,34,465	4,29,773
	7,990	69,317	75,299	5,712	3,902	1,62,220
	16,053	1,91,796	64,201	41,425	32,747	3,46,222
	4,07,192	2,61,113	1,61,436	5,32,709	4,09,249	17,71,699
	...	...	...	...	...	...
	57,568	...	...	...	11,206	68,774
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	3,475	...	...	...	3,644	7,119
	5,880	...	...	2,532	5,880	14,292
	...	...	...	...	...	...
	66,923	...	...	2,532	20,730	90,185
	6,62,609	2,63,429	1,62,805	9,55,605	5,48,909	25,93,357
	83,16,474	32,92,449	12,61,456	29,83,270	19,79,689	1,78,33,338
	89,79,083	35,55,878	14,24,261	39,38,875	25,28,598	2,04,26,695

IV-A.—*Race or Creed of Male Scholars receiving General Education in Burma Proper*, 1931-32.

(1)	Europeans and Anglo-Indians. (2)	Indian Christians. (3)	Hindus. Higher Castes. (4)	Hindus. Backward Classes. (5)	Mohamedans. (6)	Buddhists. (7)	Parsis. (8)	Sikhs. (9)	Others. (10)	Total. (11)	Number of pupils from rural areas. (12)
Total of population	17,100	137,694	406,598		358,472	5,474,669	258	6,618	286,822	6,688,231	
School Education.											
Primary—Classes											
I	905	8,532	2,896	1,243	8,624	120,289	21	172	498	143,180	109,663
II	332	2,665	1,077	357	2,641	36,170	9	52	297	43,600	31,059
III	280	2,156	833	248	2,157	27,544	2	46	359	33,625	22,891
IV	249	1,823	763	213	1,577	21,060	7	51	318	26,061	16,347
Middle—											
V	289	998	498	109	837	9,570	4	51	100	12,456	5,950
VI	254	809	428	56	681	8,160	2	32	55	10,477	4,604
VII	340	1,063	468	56	684	10,388	7	42	42	13,090	5,790
High—											
VIII	107	294	214	20	167	2,515	...	27	11	3,355	857
IX	89	238	146	14	129	2,079	5	19	7	2,726	813
X	139	285	173	18	147	1,731	...	13	12	2,518	502
Totals ...	2,984	18,863	7,496	2,334	17,644	239,506	57	505	1,699	291,088	198,476
University and Intermediate Education.											
Intermediate classes											
1st year	19	55	60	...	20	237	...	5	2	398	91
2nd year	22	47	55	...	29	265	1	5	2	426	75
Degree classes—											
1st year	5	19	17	...	10	86	...	1	2	140	35
2nd year	7	27	20	...	13	124	1	1	1	194	49
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes—											
1st year	...	1	...	...	...	...	...	...	...	1	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals ...	53	149	152	...	72	712	2	12	7	1,159	250
Number of scholars in recognized institutions.	3,037	19,012	7,648	2,334	17,716	240,218	59	517	1,706	292,247	198,726
Number of scholars in unrecognized institutions.	2	685	789	140	4,548	180,246	...	13	714	187,137	153,063
GRAND TOTALS ...	3,039	19,697	8,437	2,474	22,264	420,464	59	530	2,420	479,384	351,789

IV-B.—*Race or Creed of Female Scholars receiving General Education in Burma Proper*, 1931-32.

(1)	Europeans and Anglo-Indians. (2)	Indian Christians. (3)	Hindus. Higher Castes. (4)	Hindus. Backward Classes. (5)	Mohamedans. (6)	Buddhists. (7)	Parsis. (8)	Sikhs. (9)	Others. (10)	Total. (11)	Number of pupils from rural areas. (12)
Total of population	12,578	132,104	137,319		218,899	5,656,013	161	2,572	254,171	6,413,817	
School Education.											
Primary—Classes											
I	1,049	8,069	1,310	442	4,507	113,652	24	21	67	129,141	104,333
II	338	2,018	405	100	1,090	26,862	17	36	33	30,899	23,849
III	322	1,817	248	66	681	16,630	2	4	52	19,822	14,580
IV	287	1,460	162	28	369	8,808	11	6	43	11,174	7,591
Middle—											
V	262	661	92	6	127	1,987	4	6	16	3,161	1,798
VI	234	797	77	6	314	1,979	3	1	8	3,419	1,638
VII	230	820	64	4	303	2,044	...	3	7	3,475	1,576
High—											
VIII	86	219	20	...	19	392	2	2	3	743	131
IX	59	149	17	...	13	337	1	...	3	579	156
X	80	127	12	...	10	208	1	...	2	440	65
Totals ...	2,947	16,137	2,407	652	7,433	172,899	65	79	234	202,853	155,717
University and Intermediate Education.											
Intermediate classes											
1st year	3	22	3	...	2	34	2	...	2	68	14
2nd year	7	15	6	...	1	22	...	...	...	51	7
Degree classes—											
1st year	6	9	2	...	2	9	...	...	...	28	5
2nd year	10	16	...	...	...	11	...	...	...	37	6
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes—											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals ...	26	62	11	...	5	76	2	...	2	184	32
Number of scholars in recognized institutions.	2,973	16,199	2,418	652	7,438	172,975	67	79	236	203,037	155,749
Number of scholars in unrecognized institutions.	...	549	240	55	1,762	5,175	...	...	312	8,093	5,139
GRAND TOTALS ...	2,973	16,748	2,658	707	9,200	178,150	67	79	548	211,130	160,888

V-A.—*Race or Creed of Male Scholars receiving Vocational and Special Education in Burma Proper*, 1931-32.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mohamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
School Education.											
Arts Schools ...	5	...	...	...	42	...	...	...	...	47	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	1	10	58	...	6	50	...	6	3	134	...
Normal and Training Schools.	...	121	17	2	23	520	...	...	2	685	252
Technical and Industrial Schools.	150	6	1	...	...	61	...	...	...	218	...
Engineering and Survey Schools.	18	10	47	...	7	141	...	14	2	239	...
Veterinary Schools	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	35	13	97	...	25	300	...	...	...	470	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	1	2	9	7	72	...	...	7	99	53
Schools for Defectives	1	25	1	...	...	8	...	...	6	41	30
Schools for Adults ...	...	40	819	177	500	205	...	104	...	1,845	175
Forest Schools ...	...	13	...	...	...	70	...	...	...	83	83
Other Schools ...	...	...	...	...	...	13,133	...	...	...	13,133	7,178
Totals ...	211	239	1,042	188	610	14,560	...	124	20	16,994	7,771
University and Intermediate Education.											
Law ...	1	8	10	...	9	55	2	1	...	86	7
Medicine ...	5	2	29	...	3	16	5	4	4	68	33
Education ...	1	5	5	...	...	38	...	...	...	49	43
Engineering ...	7	3	23	...	7	10	...	1	...	51	3
Agriculture ...	...	...	...	...	1	24	...	...	1	26	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	9	2	...	1	7	...	...	...	19	3
Veterinary Science...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	14	27	69	...	21	150	7	6	5	299	89
GRAND TOTALS ...	225	266	1,111	188	631	14,710	7	130	25	17,293	7,860

V-B.—*Race or Creed of Female Scholars receiving Vocational and Special Education in Burma Proper*, 1931-32.

(1)	Europeans and Anglo-Indians. (2)	Indian Christians. (3)	Hindus. Higher Castes. (4)	Hindus. Backward Classes. (5)	Mohamedans. (6)	Buddhists. (7)	Parsis. (8)	Sikhs. (9)	Others. (10)	Total. (11)	Number of pupils from rural areas. (12)
School Education.											
Arts Schools ...	4	...	...	...	2	3	...	...	...	9	...
Medical Schools ...	3	4	1	...	1	5	...	...	1	15	...
Normal and Training Schools.	57	226	...	...	9	336	...	...	...	628	250
Technical and Industrial Schools.	...	6	...	...	...	7	...	...	...	13	...
Commercial Schools	26	2	2	...	...	26	...	...	...	56	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	1	12	1	1	...	12	...	1	...	28	21
Schools for Adults ...	...	...	70	...	5	53	7	...	...	135	...
Other Schools ...	...	...	...	...	...	378	...	...	...	378	336
Totals ...	91	250	74	1	17	820	7	1	1	1,262	607
University and Intermediate Education.											
Law ...	...	...	1	...	...	1	...	...	...	2	...
Medicine ...	8	...	...	...	...	3	1	...	2	14	8
Education ...	9	13	2	...	1	17	...	...	...	42	23
Totals ...	17	13	3	...	1	21	1	...	2	58	31
GRAND TOTALS ...	108	263	77	1	18	841	8	1	3	1,320	638

VI-A.—*Men Teachers (Burma Proper)*, 1931-32.

—	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications	Certificated.	Uncertificated	Certificated.	Uncertificated			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government ...	...	1	9	26	5	...	...	16	...	41	16	57
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	26	503	2,658	509	12	11	752	1,197	3,696	1,972	5,668
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	27	512	2,684	514	12	11	768	1,197	3,737	1,988	5,725
Middle Schools.												
Government ...	5	57	45	...	...	2	1	23	7	107	33	140
Local Board or Municipal.	...	11	128	94	12	...	...	46	29	245	75	320
Aided ...	16	223	733	967	141	21	22	628	391	2,080	1,062	3,142
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	21	291	906	1,061	153	23	23	697	427	2,432	1,170	3,602
High Schools.												
Government ...	94	196	66	8	4	4	28	26	20	368	78	446
Local Board or Municipal.	...	4	23	16	...	...	...	20	3	43	23	66
Aided ...	95	239	268	152	26	29	78	179	207	780	493	1,273
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	189	439	357	176	30	33	106	225	230	1,191	594	1,785
GRAND TOTALS ...	210	757	1,775	3,921	697	68	140	1,690	1,854	7,360	3,752	11,112

VI-B.—*Women Teachers (Burma Proper)*, 1931-32.

Class of Institutions.	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications	Certificated.	Uncertificated	Certificated.	Uncertificated			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Primary Schools.												
Government ...	...	...	10	30	4	...	...	3	1	44	4	48
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	17	158	839	239	2	1	69	124	1,253	196	1,449
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	17	168	869	243	2	1	72	125	1,297	200	1,497
Middle Schools.												
Government ...	...	14	12	...	...	...	...	...	1	26	1	27
Local Board or Municipal.	...	4	37	71	9	...	...	12	6	121	18	139
Aided ...	8	153	344	465	90	...	7	86	88	1,060	181	1,241
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	8	171	393	536	99	...	7	98	95	1,207	200	1,407
High Schools.												
Government ...	12	41	23	1	...	...	2	3	7	77	12	89
Local Board or Municipal.	...	...	13	23	4	...	...	2	...	40	2	42
Aided ...	35	249	228	89	14	4	21	30	43	615	98	713
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	47	290	264	113	18	4	23	35	50	732	112	844
GRAND TOTALS ...	55	478	825	1,518	360	6	31	205	270	3,236	512	3,748

VII.—*European Education*, 1931-32.

European and Anglo-Indian population. Males ... 17,769; Females 13,082; Total ... 30,851

Percentage to European and Anglo-Indian population of those at Schools. Males, 31·97; Females, 34·47; Total, 33·06.

	Institution. (1)	Scholars on roll on March 31st. (2)	Number of females in Institutions for males and *vice versa*. (3)	Number of Non-Europeans on roll. (4)	Teachers. Trained. (5)	Teachers. Untrained. (6)	Expenditure from Government Funds. (7)	Expenditure from Local Funds. (8)	Expenditure from Fees. (9)	Expenditure from Other sources. (10)	Total Expenditure. (11)
INSTITUTIONS FOR MALES.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	6	3,215	35	1,597	114	39	162,030	...	210,597	116,655	489,282
Middle Schools	3	916	309	373	30	6	19,420	...	42,924	18,010	80,354
Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Training Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	192	...	42	7	2	12,000	...	...	12,000	24,000
Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...
Totals ...	10	4,323	344	2,012	151	47	193,450	...	253,521	146,665	593,636
INSTITUTIONS FOR FEMALES.											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges	...	...	...	...	...	...	...	...	...	...	...
High Schools	11	3,569	887	1,329	125	21	127,330	...	190,116	132,845	450,291
Middle Schools	8	1,792	607	717	57	23	43,915	...	53,762	41,815	139,492
Primary Schools	4	445	208	228	9	10	12,345	...	16,314	12,345	41,004
Training Schools	2	62	...	6	4	...	6,128	...	...	6,128	12,256
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools.	..	.	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...
Totals ...	25	5,868	1,702	2,280	195	54	189,718	...	260,192	193,133	643,043
GRAND TOTALS	35	10,191	...	4,292	346	101	383,168	...	513,713	339,798	12,36,679

Expenditure on Buildings includes Rs. 975 spent by the P.W.D.	Inspection ...	...	...	...	...	...
	Buildings, etc. ...	70,487	...	...	69,512	139,999
"Miscellaneous" includes the following main items—	Miscellaneous ...	53,168	...	473,234	25,949	552,351
Hostel charges						
Orphan stipends	Totals ...	123,655	...	473,234	95,461	692,350
Grants to poor scholars	GRAND TOTALS	506,823	...	986,947	435,259	19,29,029

* Include both District Boards and Municipal Funds.

VIII.—*Examination Results in Burma Proper 1931-32.*

Examinations.	Males.						Females.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.* (1)	Private. (2)	Total. (3)	Public.* (4)	Private. (5)	Total. (6)	Public.* (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)
DEGREE EXAMINATION.												
Arts and Science:												
D.Litt.	...	...	...	...	...	...	...	...	...	...	...	...
Ph.D.	...	...	...	...	...	...	...	...	...	...	...	...
D.Sc.	...	...	...	...	...	...	...	...	...	...	...	...
M.A.	1	..	1	1	...	1	...	...	...	...	...	...
M.Sc.	...	...	...	...	...	...	...	...	...	...	...	...
B.A. (Honours)	4	...	4	4	...	4	3	...	3	3	...	3
B.Sc. (Honours)	8	...	8	8	...	8	...	...	...	...	...	...
B.A. (Pass)	112	...	112	45	...	45	22	...	22	12	...	12
B.Sc. (Pass)	54	...	54	23	...	23	3	...	3	2	...	2
Law.												
Master of Law	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law	45	...	45	27	...	27	2	...	2	1	...	1
Medicine.												
M.D.	...	...	...	...	...	...	...	...	...	...	...	...
M.B.B.S.	...	...	...	...	...	...	...	...	...	...	...	...
L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...
M.C.P.& S.	...	...	...	...	...	...	...	...	...	...	...	...
M.S.F.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...
M.S.	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...	...	...	...	...	...	...
B.Hyg.	...	...	...	...	...	...	...	...	...	...	...	...
D.P.H.	...	...	...	...	...	...	...	...	...	...	...	...
D.O.	...	...	...	...	...	...	...	...	...	...	...	...
B.Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...	...
D.T.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...
Engineering.												
Bachelor of C.E.	...	...	..	...	...	...	...	...	...	...	...	...
Bachelor of M.E.	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Mining and Metallurgy.	...	...	...	...	...	...	...	...	...	...	..	...
Education.												
B.E., B.T. & L.T.	...	...	...	...	...	...	...	...	...	...	...	...
Commerce.												
Master of Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture.												
Master of Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	...	...	...	...	...	...	...	...	...	...	...	...

* Appearing from recognized institutions.

VIII.—*Examination Results*

Males.

Examinations.	No. of Examinees.		
	Public.* (1)	Private. (2)	Total. (3)
Intermediate Examinations.			
Intermediate of Arts	436	...	436
Intermediate of Science			
Licentiate of Civil Engineering	...	...	...
Licence, Diploma or Certificate in Teaching ...	11	...	11
Intermediate or Diploma in Commerce ...	...	...	...
Licentiate of Agriculture	...	...	...
Veterinary Examination	...	...	...
School Examinations.			
(*a*) On completion of High School Course—			
Matriculation	...	...	...
High School Final (A.-V.), etc.	2,284	147	2,431
European High School	190	2	192
Cambridge Senior	...	...	...
Vernacular IX Standard (High)	883	353	1,236
(*b*) On completion of Middle School Course—			
Cambridge Junior	...	...	...
European Middle	536	...	536
Anglo-Vernacular Middle	6,004	...	6,004
Vernacular Middle	4,955	428	5,383
(*c*) On completion of Primary Course—			
Upper Primary	21,582	...	21,582
Lower Primary	32,108	...	32,108
(*d*) On completion of Vocational Course—			
For Teacher's Certificate—			
Vernacular, High	285	284	569
Vernacular, Lower	...	...	...
At Arts Schools	...	...	...
At Law Schools	...	...	...
At Medical Schools	...	...	...
At Engineering and Serveying Schools ...	...	...	...
At Technical and Industrial Schools ...	...	...	...
At Commercial Schools	...	...	...
At Agricultural Schools	...	...	...
At Other Schools	...	...	...

* Appearing from

in Burma Proper, 1931-32.

Females.								
Number Passed.			No. of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public. (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)
190	...	190	50	...	50	27	...	27
...	...	...	...	...	...	...	...	...
7	...	7	3	...	3	3	...	3
..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
978	37	1,015	315	8	323	156	5	161
111	2	113	94	...	94	78	...	78
...	...	...	...	...	...	...	...	...
243	54	297	238	106	344	105	15	120
...	...	...	...	...	...	...	...	...
342	...	342	279	...	279	225	...	225
3,763	...	3,763	1,103	...	1,103	748	...	748
2,738	192	2,930	1,729	196	1,925	805	80	885
15,160	...	15,160	8,741	...	8,741	5,860	...	5,860
25,290	...	25,290	24,642	...	24,642	18,456	...	18,456
96	40	136	109	51	160	61	5	66
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

recogniged institutions.

IX.—*Statistics of Educational Institutions*

Type of Institutions.	Number of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—RECOGNIZED INSTITUTIONS.						
For Males.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	1	256	21	3,629	65	9,843
Middle Schools	5	629	219	27,884	573	65,027
Primary Schools	1	58	706	48,633	2,858	164,544
Training Schools	15	224	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	1	39	...	...	422	6,376
Total ...	23	1,206	946	80,146	3,918	245,790
For Females.						
Arts Schools	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools.	...	...	...	...	...	...
Middle Schools	...	...	18	2,226	27	2,994
Primary Schools	...	...	85	5,193	465	24,837
Training Schools	5	75	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	17	79
Total ...	5	75	103	7,419	509	27,910
Grand Total ...	28	1,281	1,049	87,565	4,427	273,700
RECOGNIZED INSTITUTIONS.						
For Males	...	...	...	...	15,032	161,967
For Females	...	...	...	...	34	877
Total ...	...	...	...	...	15,066	162,844
Grand Total ...	28	1,281	1,049	87,565	19,493	436,544

in Rural Areas in Burma (1931-32.)

Total.		Expenditure on Institutions.					Number of Teachers.			
Institutions. (8)	Scholars. (9)	From Government Funds. (10)	From District Board Funds. (11)	From fees. (12)	Other sources. (13)	Total Expenditure. (14)	In Government Schools. (15)	In District Board Schools. (16)	In Private Schools. (17)	Total. (18)
		Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
87	13,728	3,96,626	3,33,825	31,493	23,758	7,85,702	17	106	343	466
797	93,540	2,04,431	6,56,577	1,28,715	1,25,348	11,15,071	48	820	2,092	2,960
3,565	213,235	58,628	9,29,595	7,129	24,102	10,19,454	2	664	4,506	5,172
15	224	40,184	...	...	...	40,184	16	...	...	16
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
423	6,415	1,30,828	...	...	12,000	1,42,828	2	9	453	464
4,887	327,142	8,30,697	19,19,997	1,67,337	1,85,208	31,03,239	85	1,599	7,394	9,078
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
45	5,220	720	21,240	259	344	22,563	...	58	75	133
550	30,030	1,380	1,39,896	354	935	1,42,565	...	99	600	699
5	75	10,468	...	...	...	10,468	5	...	...	5
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
17	79	668	...	...	...	668	...	...	17	17
617	35,404	13,236	1,61,136	613	1,279	1,76,264	5	157	692	854
5,504	362,546	8,43,933	20,81,133	1,67,950	1,86,487	32,79,503	90	1,756	8,086	9,932
15,032	161,967									
34	877									
15,066	162,844									
20,570	525,390									

Explanatory Notes :—

(1) Figures for urban areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

X.—*Scholars by Classes and*

	Primary.				Middle.			High.			Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Ages—											
Below 5 ...	12,805	8	...	...	...	...	...	...	...	...	12,813
5—6 ...	47,968	240	17	2	...	...	...	...	...	...	48,227
6—7 ...	61,446	6,568	307	15	...	...	...	...	...	...	68,336
7—8 ...	54,626	12,169	5,001	353	...	...	...	...	...	...	72,149
8—9 ...	39,884	14,401	7,456	2,071	178	2	...	...	...	...	63,992
9—10 ...	25,935	14,570	10,383	5,091	561	89	8	...	...	...	56,637
10—11 ...	15,576	12,363	10,359	6,870	1,664	354	65	...	...	...	47,251
11—12 ...	8,072	7,207	8,517	7,490	2,724	1,056	319	4	...	...	35,389
12—13 ...	3,471	3,848	6,291	6,413	3,060	2,076	985	53	2	...	26,199
13—14 ...	1,543	1,968	3,127	4,637	2,872	2,899	2 184	250	45	1	19,526
14—15 ...	483	663	1,202	2,562	2,278	3,013	2,750	409	112	28	13,500
15—16 ...	206	281	487	997	1,324	2,248	3,558	863	512	162	10,638
16—17 ...	91	128	189	450	605	1,214	2,810	930	683	437	7,537
17—18 ...	67	47	68	191	255	564	2,015	757	701	599	5,264
18—19 ...	60	22	28	75	69	253	1,051	444	508	596	3,106
19—20 ...	55	10	11	11	20	99	551	254	393	553	1,957
Over 20 ...	33	6	4	7	7	29	269	134	349	582	1,420
Total ...	272,321	74,499	53,447	37,235	15,617	13,896	16,565	4,098	3,305	2,958	493,941

Ages in Burma Proper.

Intermediate.		Degree.			Post-Graduate.			Total.	Grand Total.
First year.	Second year.	First year.	Second year.	Third year.	First year	Second year.	Third year.		
(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
...	...	...	...	...	...	...	...	...	12,813
...	...	...	...	...	...	...	...	...	48,227
...	...	...	...	...	...	...	...	...	68,336
...	...	...	...	...	...	...	...	...	72,149
...	...	...	...	...	...	...	...	...	63,992
...	...	...	...	...	...	...	...	...	56,637
...	...	...	...	...	...	...	...	...	47,251
..	...	...	...	...	...	...	...	...	35,389
...	...	...	...	...	...	...	...	...	26,199
...	...	...	...	...	...	...	...	...	19,526
...	...	...	...	...	...	...	...	...	13,500
1	...	...	...	...	...	...	...	1	10,639
28	2	...	...	...	...	...	...	30	7,567
111	28	...	...	...	...	...	...	139	5,403
137	79	12	...	...	...	...	...	228	3,334
89	110	44	11	...	...	...	..	254	2,211
100	258	112	220	...	1	..	...	691	2,111
466	477	168	231	...	1	...	...	1,343	495,284

I.—*Classification of Educational Institutions in Federated Shan States*, 1931-32.

—	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions.												
Universities ...	...	...	...	...	...	...	...	...	...	...	...	...
Boards of Secondary and Intermediate Examinations.	...	...	...	...	...	...	...	...	...	...	...	...
Colleges—												
Arts and Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade College.	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	1	...	...	1	...	2	...	...	...	...	...	...
Middle Schools (English...	...	...	...	5	...	5	...	...	...	3	...	3
Middle Schools (Vernacular	...	...	...	32	...	32	...	...	...	3	...	3
Primary Schools ...	...	...	...	132	...	132	...	...	...	22	...	22
Totals ...	1	...	...	170	...	171	...	...	...	28	...	28

I.—*Classification of Educational Institutions in Federated Shan States*, 1931-32—concld.

	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions—concld.												
Special Schools—												
Arts ...	...	...	...	...	...	...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Forest ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...	...
Medical ...	...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training ...	...	...	...	...	...	...	1	...	...	...	...	1
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial	...	...	...	...	...	...	...	...	...	...	...	...
Commercial ...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	3	...	3	...	...	...	...	...	...
Totals ...	...	...	...	3	...	3	1	...	...	...	...	1
Totals for Recognized Institutions.	1	...	...	173	...	174	1	...	...	28	...	29
Totals for Unrecognized Institutions.	...	...	...	...	599	599	...	...	...	...	...	...
GRAND TOTALS ...	1	...	...	173	599	773	1	...	...	28	...	29

IIA.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agricultural ...	...	...	..	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	81	78	81	...	...	...	...	...	...
In Middle Schools { English ...	...	...	...	...	...	...	...	...	...
In Middle Schools { Vernacular	...	...	...	...	..	...	...	...	...
In Primary Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	81	78	81	...	...	...	...	...	...
In Arts Schools	...	...	...	...	...	...	...	...	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Forest Schools ...	...	...	...	...	...	...	...	...	...
In Veterinary Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools. ...	...	...	...	...	...	...	...	...	...
In Engineering Schools ...	...	...	...	...	...	...	...	...	...
In Technical and Industrial Schools. ...	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Totals for Recognized Institutions ...	81	78	81	...	...	...	...	...	...
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for males.	81	78	81	...	...	...	...	...	...

Institutions for Males in Federated Shan States, 1931-32.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
337	322	43	...	...	...	418	400	124	15
455	451	131	...	...	...	455	451	131	24
3,119	3,119	866	...	...	...	3,119	3,119	866	968
5,178	5,178	...	...	...	...	5,178	5,178	...	1,835
9,089	9,070	1,040	...	...	...	9,170	9,148	1,121	2,842
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
68	68	68	...	...	...	68	68	68	7
68	68	68	...	...	...	68	68	68	7
9,157	9,138	1,108	...	...	...	9,238	9,216	1,189	2,849
...	...	...	7,163	7,163	...	7,163	7,163	...	34
9,157	9,138	1,108	7,163	7,163	...	16,401	16,379	1,189	2,883

IIB.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING									
IN RECOGNIZED INSTITUTIONS.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Schools and Special Education.									
In High Schools ...	...	...	...	...	...	...	...	...	...
In Middle Schools. English ...	...	...	...	...	...	...	...	...	...
In Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...
In Primary Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	18	18	18	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	18	18	18	...	...	...	...	...	...
Totals for Recognized Institutions.	18	18	18	...	...	...	...	...	...
In Unrecognized Institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for Females.	18	18	18	...	...	...	...	...	...
GRAND TOTALS, all Institutions for Males and Females.	99	96	99	...	...	...	...	...	...

Institutions for Females in Federated Shan States, 1931-32.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Males included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
351	324	153	...	...	...	351	324	153	76
427	427	84	...	...	...	427	427	84	145
1,082	1,082	...	...	...	...	1,082	1,082	...	451
1,860	1,833	237	...	...	...	1,860	1,833	237	672
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	18	18	18	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	18	18	18	...
1,860	1,833	237	...	...	...	1,878	1,851	255	672
...	...	...	...	...	...	...	...	...	...
1,860	1,833	237	...	...	...	1,878	1,851	255	672
11,017	10,971	1,345	7,163	7,163	...	18,279	18,230	1,444	...

IIIA.—*Expenditure on*

Expenditure on Building includes Rs. *Nil* spent.

" Miscellaneous " includes the following main items :—

Hostel charges.
Scholarships.
Stipends, etc.

—	Government Institutions.					
	Federated funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	67,403	...	...	...	...	67,403
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	67,403	..	...	...	...	67,403
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
GRAND TOTALS ...	67,403	...	...	...	...	67,403

Education for Males in Federated Shan States, 1931-32.

by the Public Works Department on Educational Buildings.

District Board and Municipal Institutions						Aided Institutions.	
Federated funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Federated funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...
...	...	...	...	..	...	...	...
..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	7,671	...
...	...	...	...	...	...	61,829	...
...	...	...	...	...	...	64,053	...
...	...	...	...	...	...	51,910	...
...	...	...	...	...	...	1,85,463	...
..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,85,463	...

IIIA.—*Expenditure on Education for Males in Federated Shan States,* 1931 32—concld.

Expenditure on Building includes Rs. *Nil* spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel charges.

Scholarships.

Stipends, etc.

	Aided Institutions—*concld.*				Recognised unaided Institutions.		
	Municipal Funds. (15)	Fees. (16)	Other sources. (17)	Total. (18)	Fees. (19)	Other sources. (20)	Total. (21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	...	16,778	5,724	30,173	...	...	...
Middle Schools—							
English	...	11,316	...	73,145	...	...	...
Vernacular	...	1,860	4,162	70,075	...	...	...
Primary Schools	...	...	6,171	58,081	...	...	...
Totals ...	...	29,954	16,057	2,31,474	...	...	...
SPECIAL.							
Medical Schools	...	...	...	..	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	..	...	...	..
Other Schools	...	...	...	...	...	...	...
Veterinary Schools ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	29,954	16,057	2,31,474	...	...	...

	Total expenditure from					
	Federated funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	24,671	...	...	...	...	24,671
Inspection ...	24,624	...	...	...	...	24,624
Buildings, etc. ...	655	...	...	...	655	1,310
Miscellaneous ...	8,948	...	...	42,590	63,410	1,14,948
Totals ...	58,898	...	...	42,590	64,065	1,65,553
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	75,074	...	...	16,778	5,724	97,576
	61,829	...	...	11,316	...	73,145
	64,053	...	...	1,860	4,162	70,075
	51,910	...	...	...	6,171	58,081
	2,52,866	...	...	29,954	16,057	2,98,877
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	3,11,764	...	...	72,544	80,122	4,64,430

IIIB.—*Expenditure on Education for*

Expenditure on Building includes Rs. *Nil* spent

"Miscellaneous" includes the following main items:—

Hostel charges.
Scholarships.
Stipends, etc.

	Government Institutions.					
	Federated funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	...	...	...	...	...	...
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	4,333	...	...	...	...	4,333
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Totals ...	4,333	...	...	...	...	4,333
Grand Totals for Females ...	4,333	...	...	...	...	4,333
Grand Totals for Males ...	67,403	...	...	...	...	67,403
GRAND TOTALS FOR ALL ...	71,736	...	...	...	...	71,736

Females in Federated Shan States, 1931-32.

by the Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Federated funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Federated funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,13,365	...
...	...	...	...	...	...	10,947	...
...	...	...	...	...	...	2,874	...
...	...	...	...	...	...	1,27,186	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	127,186	...
...	...	...	...	...	...	185,463	...
...	...	...	...	...	...	312,649	...

IIIB.—*Expenditure on Education for Females in Federated Shan States*, 1931-32—concld.

Expenditure on Building includes Rs. *Nil* spent by the Public Works Department on Educational Buildings.

" Miscellaneous " includes the following main items :—

Hostel charges.

Scholarships.

Stipends, etc.

	Aided Institutions—*concld.*				Recognised unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	(17)	(18)	(19)	(20)	(21)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...	...
Totals	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	...	...	...	...	...	...	...
Middle Schools—							
English	...	...	16,624	9,528	1,39,517	...	...	...
Vernacular	...	...	1,535	1,661	14,143	...	...	...
Primary Schools	...	...	...	2,121	4,995	...	...	...
Totals	...	...	18,159	13,310	1,58,655	...	...	...
SPECIAL.								
Medical Schools	...	...	...	...	...	...	...	...
Normal and Training Schools	...	...	...	...	...	...	...	...
Technical and Industrial Schools		...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...	...	...
Totals	...	...	...	...	...	...	...	...
Grand Totals for Females	...	...	18,159	13,310	1,58,655	...	...	...
Grand Totals for Males	...	...	29,954	16,057	2,31,474	...	...	...
GRAND TOTALS FOR ALL	...	...	48,113	29,367	3,90,129	...	...	...

	Total expenditure from					
	Federated funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...
Buildings, etc. ...	...	...	...	...	...	...
Miscellaneous ...	4,473	...	...	21,295	31,204	56,972
Totals ...	4,473	...	...	21,295	31,204	56,972
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	1,13,365	...	...	16,624	9,528	1,39,517
	10,947	...	...	1,535	1,661	14,143
	2,874	...	...	...	2,121	4,995
	1,27,186	...	...	18,159	13,310	1,58,655
	...	...	...	...	...	...
	4,333	...	...	...	...	...
	...	...	...	...	...	4,333
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	4,333	...	...	...	...	4,333
	1,35,992	...	...	39,454	44,514	2,19,960
	3,11,764	...	...	72,544	80,122	4,64,430
	4,47,756	...	...	1,11,998	1,24,636	6,84,390

IV-A.—*Race or Creed of Male Scholars receiving General Education, Federated Shan States*, 1931-32.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total of Population	669	16,186	21,575		5,339	613,330	...	1,264	134,082	792 445	
School Education.											
Primary—Classes											
I	31	952	212	2	99	2,575	...	7	11	3,889	3,408
II	8	245	50	4	30	645	...	2	...	984	840
III	4	193	49	2	30	470	...	8	...	756	606
IV	5	130	20	...	23	401	...	3	18	600	476
Middle—											
V	6	84	10	...	4	161	...	5	17	287	175
VI	3	62	10	1	6	101	...	5	15	203	110
VII	3	66	5	...	8	112	...	5	2	201	112
High—											
VIII	...	9	6	...	2	13	...	...	...	30	5
IX	...	6	1	...	...	6	...	1	...	14	2
X	1	12	1	...	2	20	...	...	...	36	9
Totals ...	61	1,759	364	9	204	4,504	...	36	63	7,000	5,743
University and Intermediate Education.											
Intermediate classes											
1st year	...	...	...	...	...	...	...	...	...	..	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes—											
3rd year	...	...	...	...	...	...	...	...	...	...	...
4th year	...	...	...	...	...	...	...	...	...	...	...
5th year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes											
6th year	...	...	...	...	...	...	...	...	...	...	...
7th year	...	...	...	...	...	...	...	...	...	...	...
Research students ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions.	61	1,759	364	9	204	4,504	...	36	63	7,000	5,743
Number of scholars in unrecognized institutions.	...	90	133	...	...	6,906	...	...	...	7,129	7,057
GRAND TOTALS ...	61	1,849	497	9	204	11,410	...	36	63	14,129	12,800

IV-B.—*Race or Creed of Female Scholars receiving General Education, Federated Shan States, 1931-32.*

Race or Creed.	Europeans and Anglo-Indians	Indian Christians.	Hindus.		Muhammedans.	Buddhists	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total of population	504	14,770	5,461		2,106	603,584	...	453	126,126	753,004	
School Education.											
Primary—Classes											
I	26	617	36	3	72	1,990	...	2	...	2,746	2,450
II	6	120	6	...	18	402	...	...	...	552	489
III	11	89	17	...	12	214	...	...	...	343	293
IV	11	49	3	...	7	112	...	...	...	182	133
Middle—											
V	13	19	...	...	1	55	...	...	...	88	44
VI	9	11	3	...	2	29	...	1	...	55	25
VII	5	17	1	...	...	21	...	1	1	46	25
High—											
VIII	...	3	...	...	...	3	...	...	...	6	1
IX	...	1	...	...	...	2	...	...	...	3	...
X	4	2	...	...	2	...	...	1	...	9	...
Totals ...	85	928	66	3	114	2,828	...	5	1	4,030	3,460
University and Intermediate Education.											
Intermediate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes											
3rd year	...	...	...	...	...	...	...	...	...	...	...
4th year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes											
5th year	...	...	...	...	...	...	...	...	...	...	...
6th year	...	...	...	...	...	...	...	...	...	...	...
7th year	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions.	85	928	66	3	114	2,828	...	5	1	4,030	3,460
Number of scholars in unrecognized institutions.	...	29	4	...	...	1	...	...	...	34	34
GRAND TOTALS ...	85	957	70	3	114	2,829	...	5	1	4,064	3,494

V-A.—*Race or Creed of Male Scholars receiving Vocational and Special Education, Federated Shan States*, 1931-32.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
School Education.											
Arts Schools ...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools.	...	...	...	...	...	...	...	...	...	...	...
Engineering and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...
Forest Schools ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	61	...	...	...	61	61
Totals ...	...	...	...	...	...	61	...	...	...	61	61
University and Intermediate Education.											
Medical ...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	...	...	...	...	61	...	...	...	61	61

V-B.—*Race or Creed of Female Scholars receiving Vocational and Special Education, Federated Shan States, 1931-32.*

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
School Education—											
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools.	...	1	...	...	...	17	...	...	...	18	5
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	..	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	..	..	...
Other Schools ...	...	...	...	...	...	7	...	...	...	7	7
Totals ...	...	1	...	...	...	24	...	...	...	25	12
University and Intermediate Education.											
Medicine ...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	1	...	...	...	24	...	...	...	25	12

VI-A.—*Men Teachers (Federated Shan States)*, 1931-32.

—	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
CLASS OF INSTITUTIONS												
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	16	64	73	8	...	...	61	153	69	222
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	16	64	73	8	...	...	61	153	69	222
Middle Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	12	35	41	30	8	1	2	26	118	37	155
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	12	35	41	30	8	1	2	26	118	37	155
High Schools.												
Government ...	3	1	1	...	...	...	...	...	2	5	2	7
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	3	4	...	...	...	...	...	1	7	1	8
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	3	4	5	...	...	...	...	...	3	12	3	15
GRAND TOTALS ...	3	16	56	105	103	16	1	2	90	283	109	392

VI-B.—*Women Teachers (Federated Shan States)*, 1931-32.

Class of Institutions.	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications.	Certificated.	Uncertificated	Certificated.	Uncertificated			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	6	9	13	...	...	...	8	28	8	36
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	6	9	13	...	...	...	8	28	8	36
Middle Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	3	17	8	12	18	4	1	...	7	58	12	70
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	3	17	8	12	18	4	1	...	7	58	12	70
High Schools.												
Government ...	...	1	1	...	...	...	...	...	...	2	...	2
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	1	2	2	...	...	...	...	...	...	5	...	5
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	1	3	3	...	...	...	...	...	...	7	...	7
Grand Total ...	4	20	17	21	31	4	1	...	15	93	20	113

VIII.—*Examination Results in*

Examinations.	Males		
	Number of Examinees.		
	Public. (1)	Private. (2)	Total. (3)
DEGREE EXAMINATIONS.			
Arts and Science.			
D.Litt.			
Ph.D.			
D.Sc.			
M.A.			
M.Sc.			
B.A. (Honours)			
B.Sc. (Honours)			
B.A. (Pass)			
B.Sc. (Pass)			
Law.			
Master of Law			
Bachelor of Law			
Medicine.			
M.D.			
M.B.B.S.			
L.M. & S.			
M.C.P. & S. (Bombay)			
M.S.F.M. (Calcutta)			
M.S.			
M. Obstetrics			
B. Hyg.			
D.O.			
D.P.H.			
B.Sc. (Sanitary)			
D.T.M.-(Calcutta)			
Engineering.			
Bachelor of C.E.			
Bachelor of M.E.			
Bachelor of Mining and Metallurgy			
Education.			
B.E., B.T. & L.T.			
Commerce.			
Master of Commerce			
Bachelor of Commerce			
Agriculture.			
Bachelor of Agriculture			
Master of Agriculture			

Federated Shan States, 1931-32.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public. (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)

VIII.—*Examination Results*

Males.

Examinations.	Number of Examinees.		
	Public.* (1)	Private. (2)	Total.
Intermediate Examinations.			
Intermediate in Arts	...	...	...
Intermediate in Science ...	...	...	...
Licence, Diploma or Certificate in Teaching ...	...	...	...
Intermediate or Diploma in Commerce ...	...	...	...
Licentiate of Agriculture	...	...	...
Veterinary Examinations	...	...	...
School Examinations.			
(*a*) On completion of High School Course—			
Matriculation	...	...	...
High School Final (A.-V.), etc.	40	2	42
European High School	...	...	...
Cambridge Senior	...	...	...
Vernacular High	...	3	3
(*b*) On completion of Middle School Course—			
Cambridge Junior	...	...	...
European Middle	4	...	4
Anglo-Vernacular Middle	100	...	100
Vernacular Middle	84	23	107
(*c*) On completion of Primary Course—			
Upper Primary	563	...	563
Lower Primary	835	...	835
(*d*) On completion of Vocational Course—			
Teachers' Certificate { Vernacular Higher	...	...	...
Teachers' Certificate { Vernacular Lower	...	...	...
At Arts Schools	...	...	...
At Law Schools	..	...	...
At Medical Schools	...	...	...
At Technical and Industrial Schools ...	...	...	...
At Engineering Schools	...	...	...
At Commercial Schools	...	...	...
At Agricultural Schools	...	...	...
At other Schools	...	...	...

* Appearing from

in Federated Shan States, 1931-32—concld.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public.* (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
21	1	22	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	1	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
4	...	4	6	...	6	5	...	5
74	...	74	15	...	15	15	...	15
49	13	62	25	7	32	17	6	23
379	...	379	160	...	160	111	...	111
666	...	666	470	...	470	355	...	355
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

recognized institutions.

IX.—*Statistics of Educational Institutions in*

Type of Institutions.	Number of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—RECOGNIZED INSTITUTIONS.						
For Males.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	...	...	...	...	32	3,396
Primary Schools	...	...	...	...	115	5,823
Training Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	3	61
Total ...	...	...	...	...	150	9,280
For Females.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Training Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Grand Total ...	...	...	...	...	...	...
RECOGNIZED INSTITUTIONS.						
For Males	...	...	...	...	628	7,091
For Females	...	...	...	...	...	...
Total ...	...	...	...	...	628	7,091
Grand Total ...	...	...	...	...	778	16,371

Rural Areas in Federated Shan States (1931-32).

Total.		Expenditure on Institutions.					Number of Teachers.			
Institutions. (8)	Scholars. (9)	From Government Fund. (10)	From District Board Fund. (11)	From fees. (12)	Other sources. (13)	Total Expenditure. (14)	In Government Schools. (15)	In District Board Schools. (16)	In Private Schools. (17)	Total. (18)
		Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
32	3,396	1,33,076	...	6,824	8,910	1,48,810	...	...	157	157
115	5,823	1,04,773	...	...	21,412	1,26,185	...	...	197	197
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
3	61	286	...	...	...	286	...	...	3	3
150	9,280	2,38,135	...	6,824	30,322	2,75,281	...	...	357	357
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	2,38,135	...	6,824	30,322	2,75,281	...	...	357	357
628	7,091									
..	...									
628	7,091									
778	16,371									

Explanatory Notes :—

(1) Figures for Urban Areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils *from* rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table include statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

X.—*Scholars by Classes and Ages in Federated Shan States.*

—	Primary.				Middle.			High.			Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Ages—											
Below 5	60	1	...	...	...	...	...	...	...	...	61
5—6 ...	269	1	...	...	...	...	...	...	...	...	270
6—7 ...	835	10	...	...	...	...	...	...	...	...	845
7—8 ...	1,072	61	4	...	...	...	...	...	...	...	1,137
8—9 ...	1,194	233	34	3	1	...	...	...	...	...	1,465
9—10 ...	1,068	281	110	38	1	...	...	...	...	...	1,498
10—11 ...	696	287	161	115	12	1	...	...	...	...	1,272
11—12 ...	657	169	162	122	41	18	1	...	...	...	1,170
12—13 ...	443	197	194	124	59	27	7	...	...	...	1,051
13—14 ...	171	111	142	140	76	45	23	...	...	...	708
14—15 ...	107	44	98	100	45	44	34	4	2	...	478
15—16 ...	42	83	116	69	68	62	53	7	10	...	510
16—17 ...	11	54	71	42	41	28	48	10	2	...	307
17—18 ...	7	2	4	23	21	23	37	8	3	11	139
18—19 ...	3	2	3	4	5	6	20	2	...	7	53
19—20 ...	...	...	...	2	4	3	19	4	...	13	45
Over 20 ...	...	...	...	...	...	1	5	1	...	14	21
Total ...	6,635	1,536	1,099	782	375	258	247	36	17	45	11,030

Supplement to the Eighth Quinquennial Report on Public Instruction in Burma for the years 1926-27 to 1931-32.

SUPPLEMENTARY TABLES.

No. 1.—*The following statement shows the number of Officers belonging to the various Educational Services of the Province in* 1926-27 *to* 1931-32 (Chapter II).

Name of Service.	Number of Officers.					
	1926-27.	1927-28.	1928-29.	1929-30	1930-31.	1931-32.
Indian Educational Service ...	32	30	29	27	25	23
Burma Educational Service ...	51	50	50	50	50	*63
Subordinate Educational Service	1,059	1,101	1,190	1,217	1,159	1,131
Posts outside Indian Educational Service or Burma Educational Service.	7	6	6	6	6	1

* Includes nine Officers belonging to new Burma Educational Service, Class I.

No. 2.—*The following is a comparative statement of University Examination Results*, 1926-27 *and* 1931-32 (Chapter III).

Nature of Examinations.	1926-27.			1931-32.		
	Number presented.	Number passed.	Percentage	Number presented.	Number passed.	Percentage
Intermediate Examination of Rangoon University.	399	193	48	486	217	45
Bachelor Degree. Arts ...	83	60	72	141	64	45
Bachelor Degree. Science ...	45	23	51	65	33	51
Master of Arts Degree ...	7	6	86	1	1	100
Master of Science Degree ...	3	3	100	...	...	...
Bachelor of Law Degree ...	29	19	66	47	28	60

No. 3.—*English Secondary Schools according to management*, 1926-27 *and* 1931-32 (Chapter IV).

Schools.	Managed by Government.			Under Private Management.			Total.		
	1926-27.	1931-32.	Actual increase or decrease.	1926-27.	1931-32.	Actual increase or decrease.	1926-27.	1931-32.	Actual increase or decrease.
European Schools. For Boys. High	1	1	...	6	5	−1	7	6	−1
European Schools. For Boys. Middle	...	...	...	3	3	...	3	3	...
European Schools. For Girls. High	...	...	...	11	11	...	11	11	...
European Schools. For Girls. Middle	...	...	...	11	8	−3	11	8	−3
Anglo-Vernacular Schools. For Boys. High	27	30	+3	59	64	+5	86	94	+8
Anglo-Vernacular Schools. For Boys. Middle	20	15	−5	89	101	+12	109	116	+7
Anglo-Vernacular Schools. For Girls. High	...	...	...	10	12	+2	10	12	+2
Anglo-Vernacular Schools. For Girls. Middle	...	...	...	24	23	−1	24	23	−1
Total ... Boys ...	48	46	−2	157	173	+16	205	219	+14
Total ... Girls ...	...	...	...	56	54	−2	56	54	−2
GRAND TOTAL ...	48	46	−2	213	227	+14	261	273	+12

No. 4.—*Vernacular Secondary Schools according to management*, 1926-27 *and* 1931-32 (Chapter IV).

Schools.		Public Schools under Public Management.									Public Schools under Private Management, aided by Government or District or Municipal Board.			Total.		
		Government.			District Board.			Municipal Board.								
		1926-27.	1931-32.	Actual increase or decrease.	1926-27.	1931-32.	Actual increase or decrease.	1926-27.	1931-32.	Actual increase or decrease.	1926-27	1931-32.	Actual increase or decrease.	1926-27.	1931-32.	Actual increase or decrease.
For Boys ...	High ...	...	...	...	4	8	+ 4	3	6	+ 3	49	92	+43	56	106	+50
	Middle ...	4	5	+ 1	33	52	+19	14	19	+ 5	1,051	879	−172	1,102	955	- 147
For Girls ...	High ...	...	...	...	...	...	...	1	1	...	1	1	...	2	2	...
	Middle ...	...	...	...	1	4	+ 3	7	5	- 2	75	68	- 7	83	77	- 6
Total ...	Boys ...	4	5	+ 1	37	60	+23	17	25	+ 8	1,100	971	- 129	1,158	1,061	- 97
	Girls ...	...	...	...	1	4	+ 3	8	6	- 2	76	69	- 7	85	79	- 6
	GRAND TOTAL ...	4	5	+ 1	38	64	+26	25	31	+ 6	1,176	1,040	-136	1,243	1,140	- 103

No. 5.—*Number of Pupils receiving Secondary Education*, 1926-27 *and* 1931-32 (Chapter IV).

			1926-27.	1931-32.	Actual increase or decrease.
In European Schools for Boys and Girls.	Boys ...	High stage ...	320	534	+214
		Middle stage ...	1,368	1,485	+117
	Girls ...	High stage ...	273	306	+33
		Middle stage ...	863	943	+80
In Anglo-Vernacular Schools for Boys and Girls.	Boys ...	High stage ...	4,471	6,542	+2,071
		Middle stage ...	15,078	16,842	+1,764
	Girls ...	High stage ...	590	1,159	+569
		Middle stage ...	2,703	3,462	+759
In Vernacular Schools for Boys and Girls.	Boys ...	High stage ...	475	1,603	+1,128
		Middle stage ...	13,435	18,387	+4,952
	Girls ...	High stage ...	61	315	+254
		Middle stage ...	3,798	5,839	+2,041
	Total ...	Boys ...	35,147	45,393	+10,246
		Girls ...	8,288	12,024	+3,736
	GRAND TOTAL ...		43,435	57,417	+13,982

No. 6.—*Examinations* (Chapter IV).

Nature of Examination.	1926-27.		1931-32.		Percentage.	
	Number presented.	Number passed.	Number presented.	Number passed.	1926-27.	1931-32.
Anglo-Vernacular High Schools ...	2,004	621	2,796	1,198	31	43
European High School Examination	181	92	286	191	51	67
Vernacular High School Examination.	988	365	1,583	418	37	26
European Middle School Examination.	486	213	825	576	44	70
Anglo-Vernacular Middle School ...	5,719	2,198	7,262	4,600	38	63
Vernacular (VIIth Standard).	5,366	1,959	7,447	3,900	37	52

No. 7.—*The Total Number of Schools of all Grades in which Primary Education is imparted was in* 1926-27 *and* 1931-32 *as follows.*

		1926-27.	1931-32.	Actual increase or decrease.
Government	European	1	1	...
	Anglo-Vernacular	47	45	−2
	Vernacular	28	34	+6
	Total	76	80	+ 4
District Board	Anglo-Vernacular	...	...	...
	Vernacular	53	82	+29
Municipal Board	Anglo-Vernacular	...	...	...
	Vernacular	28	43	+15
	Total	81	125	+44
Private Management	European	32	31	− 1
	Anglo-Vernacular	189	211	+22
	Vernacular	5,645	5,728	+83
	Total	5,866	5,970	+104
	GRAND TOTAL	6,023	6,175	+152

No. 8.—*The Total Number of Pupils in Primary Schools and Primary Standard of Secondary Schools of all kinds in the two years under comparison was as follows.*

		1926-27.	1931-32.	Actual increase or decrease.
European Schools	Boys	3,257	3,470	+213
	Girls	2,618	3,199	+581
	Total	5,875	6,669	+794
Anglo-Vernacular Schools	Boys	22,085	20,255	− 1,830
	Girls	7,194	7,550	+356
	Total	29,279	27,805	− 1,474
Vernacular Schools	Boys	202,570	228,970	+ 26,400
	Girls	146,138	184,110	+ 37,972
	Total	348,708	413,080	+ 64,372
Total	Boys	227,912	252,695	+ 24,783
	Girls	155,950	194,859	+ 38,909
	GRAND TOTAL	383,862	447,554	+ 63,692

No. 9.—*Distribution of Pupils between Monastic and Lay Schools.*

		1926-27.	1931-32.	Actual increase or decrease.
Monastic Schools	Boys	56,465	55,450	-1,015
	Girls	16,329	22,271	+5,942
	Total	72,794	77,721	+4,927
Lay Schools	Boys	160,015	193,510	+33,495
	Girls	133,669	167,983	+34,314
	Total	293,684	361,493	+67,809
Total	Boys	216,480	248,960	+32,480
	Girls	149,998	190,254	+40,256
GRAND TOTAL		366,478	439,214	+72,736

No. 10.—*The Number of Students undergoing Training in the several grades in the Anglo-Vernacular and Vernacular Normal Schools in* 1926-27 *and* 1931-32.

		1926-27.			1931-32.		
		Teachers' Certificate.	Kindergarten.	Total.	Teachers' Certificate.	Kindergarten.	Total.
Anglo-Vernacular	Men	51	...	51	...	...	...
	Women	59	123	182	...	174	174
	Total	110	123	233	...	174	174
Vernacular	Men	428	...	428	460	...	460
	Women	177	...	177	186	...	186
	Total	605	...	605	646	...	646
Total of Men		479	...	479	460*	...	460*
Total of Women		236	123	359	186†	174	360†
GRAND TOTAL		715	123	838	646	174	820

* Excluding 50 Men training in Teachers' Training College.

† Excluding 41 Women training in Teachers' Training College

No. 11.—*The following Table shows Anglo-Vernacular Examination Results.*

		1926-27.			1931-32.		
		Presented.	Passed.	Per-centage.	Presented.	Passed.	Per-centage.
Teachers' certificate	Trained	166	Men 33, Women 57 = 90	54	116	Men 24, Women 25 = 49	42
	Untrained.	43	Men 13, Women 5 = 18	42	186	Men 47, Women 8 = 55	28
Total ...		209	108	96	302	104	34
Kinder-garten.	Trained	85	50	59	138	70	51
	Untrained.	...	...	...	...	...	...
Total ...		85	50	59	138	70	51

The Results in the Vernacular Examination are as follows :—

		1926-27.			1931-32.		
		Presented.	Passed.	Per-centage.	Presented.	Passed.	Per-centage.
Teachers' certificate	Trained	189	Men 77, Women 44 = 121	64	394	Men 96, Women 61 = 157	39·8
	Untrained.	161	Men 65, Women 4 = 69	43	335	Men 40, Women 5 = 45	13·4
Total ...		350	190	54	729	202	27·7

No. 12.—*The following Statement shows Attendance and Examination Results in the Government Technical Institute, Insein*, 1931-32.

	Class.	No. at beginning of session.		Left during the session.		No. remaining at the end of session.		Passes.	
		1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.
Civil Engineering.	C^5	18	16	...	...	18	16	17	15
	C^4	23	27	4	2	19	25	15	22
	C^3	30	26	4	1	26	25	21	23
	C^2	24	28	4	3	20	25	18	23
	C^1	29	21	3	3	26	18	20	18
Mechanical Engineering.	M^5	13	8	5	1	8	7	...	3
	M^4	12	4	1	2	11	2	9	2
	M^3	...	10	...	4	...	6	...	6
	M^2	11	16	1	3	10	13	5	13
	M^1	18	8	4	...	14	8	13	8

No. 13.—*The following is a comparative statement relating to Slöjd and Needlework.*

	1926-27.			1931-32.		
	Number of Schools.	Number presented.	Number passed.	Number of Schools.	Number presented.	Number passed.
Slöjd	53	7,342	6,107	58	14,017	8,814
Needlework	860	29,449	15,583	1,116	33,087	27,611

No. 14.—*The following is a comparative statement of the situation in respect of*

Public Institutions.	1926-27. Institutions for Girls. Number of Institutions.	Number of Pupils.	Number of Boys.	Number of Girls.	Number of Girls in other Institutions.	Total number of Girls under Instruction.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—COLLEGES.	...	...	...	...	146	146
Training Schools	29	599	12	587	224	811
Special Schools	3	116	...	116	777	893
II.—EUROPEAN SCHOOLS.						
Secondary Schools (High Stage ...)	H.S. 11	270	2	268	5	273
Secondary Schools (Middle Stage)	M.S. 11	949	113	816	47	863
Secondary Schools (Primary Stage)	...	3,480	1,132	2,348	195	2,543
Primary Schools	1	166	91	75	...	75
Total ...	23	4,845	1,338	3,507	247	3,754
III.—ANGLO-VERNACULAR SCHOOLS.						
Secondary Schools (High Stage ...)	H.S. 10	365	...	365	225	590
Secondary Schools (Middle Stage)	M.S. 24	1,452	147	1,305	1,397	2,702
Secondary Schools (Primary Stage)	...	5,030	1,886	3,144	3,929	7,073
Primary Schools	1	126	96	30	91	121
Total ...	35	6,973	2,129	4,844	5,642	10,486
IV.—VERNACULAR SCHOOLS.						
Secondary Schools (High Stage ...)	H.S. 2	38	...	38	23	61
Secondary Schools (Middle Stage)	M.S. 83	982	266	716	3,083	3,799
Secondary Schools (Primary Stage)	...	7,183	2,489	4,694	38,949	43,643
Primary Schools	604	30,879	9,812	21,067	81,428	102,495
Total ...	689	39,082	12,567	26,515	123,483	149,998
V.—SUMMARY.						
Colleges	...	...	...	...	146	146
Training Schools	29	599	12	587	224	811
Special Schools	3	116	...	116	777	893
European Schools	23	4,845	1,338	3,507	247	3,754
Anglo-Vernacular Schools ...	35	6,973	2,129	4,844	5,642	10,486
Vernacular Schools	689	39,082	12,567	26,515	123,483	149,998
GRAND TOTAL ...	779	51,615	16,046	35,569	130,519	166,088

Girls in recognized schools in the year 1926-27 *and* 1931-32.

1931-32.						Comparison of 1926-27 with 1931-32.	
Institutions for Girls.				Number of Girls in other Institutions.	Total number of Girls under Instruction.	Number of Schools for Girls (actual increase or decrease).	Number of Girls under Instruction (actual increase or decrease).
Number of Institutions.	Number of Pupils.	Number of Boys.	Number of Girls.				
(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
...	...	...	...	242	242	...	+ 96
22	511	...	511	135	646	- 7	- 165
2	111	1	110	639	749	- 1	- 144
H.S. 11	328	22	306	...	306	...	+ 33
M.S. 8	972	92	880	63	943	- 3	+ 80
...	4,061	1,380	2,681	281	2,962	...	+ 419
4	445	208	237	...	237	+ 3	+ 162
23	5,806	1,702	4,104	344	4,448	...	+ 694
H.S 12	606	13	593	566	1,159	+ 2	+ 569
M.S. 23	1,847	274	1,573	1,889	3,462	- 1	+ 760
...	5,021	1,943	3,078	4,161	7,239	...	+ 106
3	348	191	157	154	311	+ 2	+ 190
38	7,822	2,421	5,401	6,770	12,171	+ 3	+ 1,685
H.S. 2	41	...	41	274	315	...	+ 254
M.S. 77	1,299	373	926	4,913	5,839	- 6	+ 2,040
...	8,021	2,996	5,025	46,600	51,625	...	+ 7,982
627	35,410	11,817	23,593	108,892	132,485	+ 23	+ 29,990
706	44,771	15,186	29,585	160,679	190,264	+ 17	+ 40,266
...	...	...	...	242	242	...	+ 96
22	511	...	511	135	646	- 7	- 165
2	111	1	110	639	749	- 1	- 144
23	5,806	1,702	4,104	344	4,448	...	+ 694
38	7,822	2,421	5,401	6,770	12,171	+ 3	+ 1,685
706	44,771	15,186	29,585	160,679	190,264	+ 17	+ 40,266
791	59,021	19,310	39,711	168,809	208,520	+ 12	+ 42,432

No. 15.—*The following Statement shows the success of Girl Candidates in Public Examination.*

Female Candidates.	1926-27.			1931-32.		
	Number presented.	Number passed.	Percentage.	Number presented.	Number passed.	Percentage.
M.A. Degree Examination	2	2	100	...	...	...
M. Sc. Degree Examination	...	...	...	...	...	...
B.Sc. Degree Examination	3	...	...	3	2	67
B.A. Degree Examination	11	6	55	25	15	60
Intermediate Examination of Rangoon University	49	26	53	50	27	54
European High School Examination ...	84	53	63	94	78	83
Anglo-Vernacular High School Examination ...	194	60	31	323	161	50
Vernacular High School Examination ...	149	60	40	344	120	35
European Middle School Examination ...	204	124	61	285	230	81
Anglo-Vernacular Middle School Examination	752	245	33	1,118	763	68
Vernacular Middle School Examination ...	1,016	344	34	1,957	908	46

No. 16.—*The following is a Statement for European Pupils under instruction* (Chapter VIII).

		1926-27.	1931-32.	Actual increase or decrease.
Collegiate Stage	Men	91	67	- 24
	Women	34	43	+ 9
	Total	125	110	— 15
Secondary Stage — High	Boys	218	334	+116
	Girls	230	229	- 1
	Total	448	563	+115
Secondary Stage — Middle	Boys	912	893	- 19
	Girls	716	753	+ 37
	Total	1,628	1,646	+ 18
Primary Stage	Boys	1,880	1,818	- 62
	Girls	1,946	2,050	+104
	Total	3,826	3,868	+ 42
Training Schools	Men	1	...	- 1
	Women	45	57	+ 12
	Total	46	57	+ 11
Special Schools	Men	220	211	- 9
	Women	79	34	- 45
	Total	799	245	- 54
Private Schools	Men	...	2	+ 2
	Women	...	...	...
	Total	...	2	+ 2
Total	Men	3,322	3,325	+ 3
	Women	3,050	3,166	+116
	GRAND TOTAL	6,372	6,491	+119
(1) Europeans in non-European Schools		668	592	- 76
(2) Total number of Europeans in European Schools		5,704	5,899	+195
(3) Total number of non-Europeans in European Schools.		3,154	4,292	+ 1,138
	Total	9,526	10,783	+ 1,257

No. 17.—*Passes by Europeans and Anglo-Indians for the year* 1926-27 *and* 1931-32 (Chapter VIII).

		1926-27.	1931-32.
University	Degree	12	9
	Intermediate	27	23
Schools	High	66	133
	Middle	184	427

No. 18.—*Passes by the Mahomedans for the year* 1926-27 *and* 1931-32 (Chapter VIII).

		1926-27.	1931-32.
University	Degree	6	9
	Intermediate	12	12
Schools	High	46	70
	Middle	182	425

No. 19.—*The cost of Higher Education and of Secondary, Primary and Special Schools respectively was shared by tuition fees, public funds and other sources in the following proportions* (Chapter XI).

	1926-27.			1931-32.		
	Fees.	Public Funds.	Other Sources.	Fees.	Public Funds.	Other Sources.
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
Higher Education	12	79	9	14	70	16
Secondary Schools	27	55	18	21	58	16
Primary Schools	4	91	5	3	93	4
Special Schools	1	94	5	3	90	7

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FOR THE YEAR 1932-33.

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RESOLUTION

ON THE

Report on Public Instruction in Burma

For the Year 1932-33.

Extract from the Proceedings of the Government of Burma (Ministry of Education),—
No. 94@@33, dated the 14th January 1934

READ—

The Report of the Director of Public Instruction, Burma, for the year 1932-33.

RESOLVED THAT—

The Report be published.

By order,

H. G. WILKIE,
Secretary to the Government of Burma,
Education Department.

[The maximum limit of the body of the Report is 30 pages.]

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ANNUAL REPORT

ON

Public Instruction in Burma

For the year 1932-33.

CHAPTER I.

PRELIMINARY.

Financial stringency dominated educational activities during the year 1932-33. The education system felt severely the gathering momentum of retrenchments initiated during previous years and the progressive deterioration of the financial resources of the province. The gross expenditure on education decreased from approximately 211 lakhs of rupees in 1931-32 to approximately 170 lakhs in 1932-33, a decrease of 41 lakhs. It was imperative to practice more and more economy. In the struggle with adverse circumstances education authorities, teachers and parents, demonstrated that they were not lacking in capacity to adjust themselves to diminishing means. The collated statistics for the year and criteria, whether of the order of a count of heads or a count of passes in public examinations, do not lend themselves to the interpretation that educational development has been seriously retarded. But statistics do not tell the whole tale. The system of aided schools and vernacular schools had great difficulty in making ends meet. Here and there educational functions have been brought to a standstill. In places there have been losses but on the whole education held its own. While the effects of retrenchment on individuals are to be deplored there can be no regrets for dead administrative procedure and obsolete machinery and methods cut out of the education system during the stock-takings necessitated by financial stringency and need for economy.

The wastage of energy and money on the primary stages of vernacular education was not arrested but there were encouraging developments in secondary vernacular education. University, English and Anglo-Vernacular education suffered no material set-back. The gradual spread of education among Karens, Shans, Kachins, Chins and other indigenous and non-indigenous races continued.

The total number of children and youths under instruction during the year was 728,834 (727,406) an increase of 1,428. The University

had to provide instruction for an increase of 109 students. The number of pupils in Anglo-Vernacular High Schools decreased by 1,040 ; in Anglo-Vernacular Middle Schools by 2,001 ; and in Vernacular Middle Schools by 8,851. Increases were recorded in English High Schools, 260 ; in English Middle Schools, 138 ; in Vernacular High Schools, 5,619 ; and in Vernacular Primary Schools, 4,407. Allowing for factors such as financial distress and changes in administrative policy such as the closing of Standards I and II in Government Anglo-Vernacular and English Schools and the relinquishment of control of the Middle School exminations, that have contributed to fluctuations in the statistics relating to Anglo-Vernacular schools it is arguable that decreases in Anglo-Vernacular schools are not to be accounted as losses so long as there is a compensating increase in Vernacular Secondary schools and provided that these schools continue to increase their efficiency and to raise their standards in the process of assimilation of Anglo-Vernacular and Vernacular curricula and standards that is going on. This process of assimilation requires investigation. It is time to decide whether complete or partial or any assimilation is desirable.

The report of the " 1931 " Census of Burma, recently published, gives a total population of 14,667,146. If, for purposes of approximate calculation, one-eighth of this population were taken to be children of school-going age and if compulsory education were in operation there would be in the schools of Burma at the present time approximately 1,833,000 children. On this hypothesis over one million children in Burma who ought to be attending schools are not. But this is not the end of the matter. Seventy per cent of the children who do attend school are accounted for in the lower primary departments of vernacular schools and approximately seventy-five per cent of these children do not proceed beyond the second standard. This is the hardy annual of annual reports. If Burma is to justify her ancient pride in her literacy and at the same time to derive full value from her expenditure on education she should make a strenuous effort, as a first measure of educational advance, to keep all her children in school until they have passed the fourth standard.

Among the more important events of the year may be noted :—

(1) The issue of Third Edition of the Grants-in-Aid Code ;

(2) The suspension, owing to lack of funds, of the scheme of medical inspection in all English and Anglo-Vernacular schools ;

(3) The introduction of a Bill for compulsory education. Needless to say any further step in connection with this Bill must await a substantial improvement of the financial resources of the province ;

(4) The abolition of standards I and II in all Government schools involving the abolition of the posts of 35 Junior Masters ;

NOTE.—The figures in brackets refer to the year 1931-32.

(5) The continuation of the suspension of the control by Government of Anglo-Vernacular and English Middle School examinations ;

(6) The reduction of the Sub-Inspectorate cadre by 16 posts ;

(7) The closing of 11 Elementary Training Classes owing to the large numbers of vernacular certificated teachers without employment.

(8) The revision of the scales of pay of vernacular teachers. The revision took the form of a return to " 1925 " scales.

(9) The limitation of Maintenance Grants to aided schools to the amounts paid to these schools during the year 1931-32 ;

(10) The institution of the Vernacular High School Teachers' Certificate Examination in place of the Vernacular Higher Grade Teachership Examination abolished in 1920.

This report is not perhaps the most fitting place for an excursion into the economics of unemployment, but the state of affairs cannot be ignored. The Principal of University College in his report says :— " For the first time in the history of the college we have this year been faced by a really serious shortage of posts for graduates. I do not think it is a result of an excess of production but of a relatively sudden falling off of demand. Nevertheless it may mean the end of the better times. A trade recovery when it comes, may bring with it an increase of employment, but it is easily conceivable that the surplus of the bad years will not be absorbed. But a glance at the other side of the shield : I was asked some months ago to send for interview one or two good Burman science graduates to the office of one of the major timber firms. The post to be filled was that of Timber Assistant ; the terms were good and the prospects good. I saw seven men who by their abilities and physique seemed to me to be suitable. Only one was prepared seriously to consider the post ; and he gave it up after a few days' experience in the jungle because he thought he would get a post in a Government administrative service. A failed Forestry probationer unemployed and living on his family refused it because the terms were not as good as those of the Provincial Forest Service. In other cases the influence of parents and friends was thrown against employment in a jungle post. Had we managed to place a good man we should have opened a new avenue of employment for Burman Science graduates. The mood of the young Burman is for town life, we are educating him for town life. The prospect of a lifetime of jungle work does not yet appeal to him." It is understood that the University is examining the possibilities of establishing an employment bureau on the lines of the bureaux maintained by some British Universities. The Education Department keeping in view the re-employment of teachers now out of work is taking steps to control the output of teachers. There is no sovereign remedy for the lack of work for youths who have completed a secondary course. Burma suffers not

from unemployment but rather from under-employment. The return of normal trading conditions, a radical change of the public opinion of the section of the public concerned with secondary education as to what are and what are not suitable occupations for "secondary" youths, and a considerable sublimation of orthodoxies about education, work, and values will combine towards the solution of a problem that for ever assumes a new form when a solution appears to be about to be achieved.

The end of the cycle of financial difficulty is not yet in sight. More sacrifices may be required. It is essential to maintain sound standards of public education. It behoves all concerned for education in Burma to hold jealously to the substance of existing achievement. Inadequate as the funds available are for the educational work crying to be done infinitely better value for the money could be achieved, particularly in vernacular education if economy and efficiency went hand in hand and if elected education authorities exercised their duties and powers with a wiser and more purposeful discretion.

CHAPTER II.

Administration and Control.

Direction and Inspection.—Mr. J. P. Bulkeley, C.I.E., M.A., I.E.S., was Director of Public Instruction until the 11th January 1933 when he proceeded on leave preparatory to retirement. Mr. J. M. Symns, M.A., I.E.S., officiated after that date. When Mr. Symns who was Assistant Director of Public Instruction assumed office as Director, Mr. P. B. Quinlan was appointed to officiate as Assistant Director of Public Instruction with effect from the 21st January 1933.

At the end of the year the numbers of officers in the several Education Services engaged in the administration and control of schools were :—Inspectors of Schools 9 (9), Inspectresses of Schools 2 (2), Assistant Inspectors of Schools 7 (7), 1 Temporary Assistant Inspector of School, Physical Training, Deputy Inspectors of Schools 89 (89), Deputy Inspectresses of Schools 6 (6), Deputy Inspectors, Leave Reserve, 7 (7), Deputy Inspectors of Schools for Manual Training and Drawing 2 (2), Sub-Inspectors of Schools 22 (38).

The numbers of posts by services including officers employed in the University and in schools were as follows :—

Indian Educational Service.—Men 21 (21), women 2 (2).

Burma Educational Service, Class I.—Men 8 (8), Woman 1 (1).

Burma Educational Service, Class II.—Men 46 (47).

Subordinate Educational Service.—1,070 (1,131). Reduction in this service was due to retrenchment and abolition of posts.

Extra post.—1 (1).

Of these officers the following were employed in the University and its Constituent Colleges :—

Indian Educational service—Men 14 (15), Woman 1 (1).

Burma Educational Service, Class II.—13 (13).

The Pegu, Irrawaddy and Tenasserim Circles still continued to be overworked. The proposal to relieve these circles by the formation of a new circle at Prome was still held in abeyance on account of shortage of funds.

Chin schools in the Pakôkku Hill Tracts were transferred from the charge of the Pakôkku (A) Sub-circle to the charge of the Honorary Inspector of Schools in the Chin Hills who is an expert in the languages and dialects of these Hills.

The abolition of Sub-Inspectors' posts and the transfer of their charges to Deputy Inspectors throws heavy work on Deputy Inspectors in sub-circles where communications are difficult. A reasonable charge in a sub-circle with relatively undeveloped communications is from 60 to 70 schools. Some Deputy Inspectors' charges have risen to over 100 schools. The average number of schools per Deputy Inspector is at present 66. When the addition of schools to a charge brings with it correspondence with and guidance of additional Local School Authorities the existing orders that a Deputy Inspector should spend at least one day on the inspection of a primary school and two on a middle or high school and should repeat the inspection of each school can hardly be enforced ; some loss of efficiency in school inspections must result.

On the Deputy Inspector, Government depends for the control of vernacular education. If his control is inefficient vernacular education will remain comparatively inert. The importance of the endeavours of Inspectors to make Deputy Inspectors keep up to date in their reading, in their knowledge of methods of teaching and in their receptivity to new ideas about the organization of classes and schools cannot be exaggerated. The value of the work of Deputy Inspectors at conferences of teachers at township headquarters on pay days when demonstration model lessons are given and on their rounds of inspection imparting up-to-date methods, by precept and example, to the teachers scattered in the isolated villages throughout the length and breadth of Burma cannot, in its turn, be exaggerated. The "kick-in-passing" or "detection-and-reprobation" inspection is gradually ceasing to find a place in the technique of Deputy Inspectors. The "stay-to-help" inspection is more common but not yet common enough. The rapid development of motor transport and of communications generally is making it possible for Inspectors to organize tour programmes of Deputy Inspectors more efficiently and economically. At the same time easy transport facilities tend to easy ways and to disproportionate attention being given to the

schools on easy lines of communication. Special inspection tours to groups of schools off the beaten track are necessary.

Local Education Authorities.—One hundred and twenty-two Local Education Authorities were responsible for the control of vernacular schools with a total school-going population of 428,178 pupils. These Local Authorities consisted of 28 School Boards controlling 4,244 schools, 59 Municipalities controlling 629 schools, 15 Town Committees controlling 56 schools and 20 Deputy Commissioners controlling 758 schools in "excluded" areas.

Local Education Authorities find it increasingly difficult, if not impossible, to fit an expanding system of schools (many of which are clamouring for, and deserving of additional staff) and cadres of teachers on incremental scales of pay into a financial frame-work consisting of a fixed settlement, a reduced financial provision in respect of "Five-year Scheme" schools and subventions from Local Authorities, that have diminished during recent years and in some districts have dried up almost completely. But they could make the funds available go much further if their administration were more efficient.

Relations between Deputy Commissioners in charge of Local Funds and education officers were, as usual, harmonious. It is satisfactory that the majority of Local Education Authorities showed an increasing disposition to be guided by the advice of education officers. A considerable number of these authorities are to be congratulated on the discharge of their duties and the exercise of their powers wisely and with a proper sense of their public duties. But the tale is not all fair. There is no space here to deal adequately with the doings of authorities who continued to misconceive their duties and to abuse their powers. Inspectors and Deputy Inspectors complain that an undue proportion of their time has to be devoted to dealing with innumerable minor injustices and a not inconsiderable number of major injustices resulting from the actions of these authorities. Personal and factional influences still play too large a part in the proceedings of these authorities. Too often penalties intended for teachers, alleged to have been guilty of default, succeed only in damaging the educational facilities of a village innocent of any educational misdemeanour. The rapidity with which one District School Board proceeded to displace teachers appointed by its predecessors reminded one Inspector of the clown in the Burmese play who had been appointed headman of a village. The new headman proceeded on horse-back to take up his duties. He rode through the village with his face to the horse's tail. When questioned as to his strange behaviour he replied "I want to see who has been appointed in my place and is following in my wake to relieve me."

The report of the auditors of Local Fund Accounts for the year shows some decrease of the number of financial irregularities in the

administration of the funds entrusted to the Boards. But overpayments, unauthorized payments, petty embezzlements, payments of unearned travelling allowances and other irregularities still bulk too large in the reports of the auditors.

Complaints that members of School Boards, by private arrangement among themselves, assume managing powers over groups of recognized schools are too common to be ignored. Members of school authorities as individuals have no powers to intervene in the affairs of a school. Moreover neither they nor Local Education Authorities have power to issue orders to an Inspector or a Deputy Inspector.

The time is not yet when the people shall educate their masters, the Local Education Authorities. These Authorities will learn to administer their charges without prejudice, personal or political, and for the general welfare of the children in their charge only when an educated and critical public opinion develops in the districts. Only when the people cease to acquiesce will the abuses prevalent in the administration of vernacular education be eliminated.

The Rangoon Education Board put in another year of useful work in its endeavours to improve vernacular education.

Secondary Schools Board.—The Secondary Schools Board decided to make Mathematics, including Algebra and Geometry, a compulsory subject for boys and girls in the sixth and seventh standards of English and Anglo-Vernacular Schools and to drop Domestic Economy as an examination subject for girls in the Middle School Scholarship examination with effect from the examination of 1934. The Board also adopted a course in Commerce and Business Organization which is to be included as an optional subject in the English and Anglo-Vernacular High School examinations. This course will be introduced when suitable text-books, which are now under preparation, are available.

The Text-Book Committee approved and gave guarantees in respect of five text-books to be translated into Burmese. The books were :—

(1) *British History* by Miss Druitt.

(2) *The League of Nations School-book* by Robert Jones and S. S. Sherman.

(3) *Chapters IV to VII of the Manual of Mother Craft* published by the St. John Ambulance Association.

(4) *Trigonometry* by Siddons and Hughes.

(5) *The World* by Dudley Stamp.

It may be mentioned here that the end of the year saw the making of plans for the foundation of a society to speed up the provision of reading matter in Burmese. The result of Mr. Symns' efforts in this direction will be matter for next year's report.

The Legislative Council maintained its interest in education. Many questions on educational subjects were asked during the year. These

questions dealt with such topics as wastage in Secondary and University education, Elementary Training Classes for girls in Upper Burma, evening classes, the encouragement of vocational and technical education, the opening of new schools in rural areas, unemployment among graduates and teachers, cuts in educational expenditure, the Intermediate College at Mandalay, the production of books in the vernacular and the relations between School Boards and Commissioners of Divisions.

CHAPTER III.

University and Collegiate Education.

The Executive Committee of the Council of the University of Rangoon publishes an Annual Report dealing comprehensively with the activities of the University and its Constituent Colleges, namely University College, Judson College, the Training College for Teachers and the Medical College; and also the recognized Intermediate College at Mandalay managed by the University on behalf of Government.

The following information is extracted from the Report :—

The number of students following courses leading to the several degrees and certificates granted by the University was 1,645 (1,551), an increase of 94 on the number for the previous year. In the Intermediate College there was an increase of 15 from 123 to 138. The total increase of students reading in University courses was 109. The increase was remarkable considering the financial straits of a large number of students.

The students were distributed as follows :—

	Men.		Women.	
University College ...	1,087	(1,022)	123	(98)
Judson College	172	(184)	94	(78)
Teachers' Training College ...	49	(49)	41	(42)
Medical College	65	(64)	14	(14)
Intermediate College, Mandalay	126	(113)	12	(10)
	1,499		284	

The results of University examinations during 1932-33 were as follows :—

	Total No. of Examinees.	Total No. passed.
Degree Examinations—		
Arts and Science—		
M.A. (Honours)	1	1
B.A. (Honours)	14	14
B.Sc. (Honours)	18	18
B.A. (Pass)	150	70
B.Sc. (Pass)	52	23
Intermediate	560	244
Law—		
First examination in Law	47	24
Bachelor of Laws	49	29

Degree Examinations—	Total No. of Examinees.	Total No passed.
Education—		
Bachelor of Education	25	19
Examination for the Diploma in Teaching	9	6
University Trained Teachers' Certificate examination.	63	45
Forestry—		
B.Sc. Forestry	6	4
Engineering—		
First examination in Engineering ...	17	10
Second examination in Engineering ...	8	4
B.Sc. Engineering	13	5
Medicine—		
First M.B. and B.S. examination ...	8	5
Second M.B. and B.S. examination ...	49	32
Third M.B. and B.S. examination ...	10	8
Part I of Final M.B. and B.S. examination	11	9
Part II of Final M.B. and B.S. examination	21	6
Part II of L.M. and S. examination ...	2	1

At the Convocation of the University held on the 29th July 1932 the following degrees were conferred and Diplomas granted :—

M.A.	1
M.B.B.S.	9
B.L.	28
B.A. (Honours) ...	6
B.Sc. (Honours) ...	6
B.A. (Pass)	61
B.Sc. (Pass)	22
B.Sc. (Forestry) ...	3
B.Sc. (Engineering) ...	8
Diploma in Teaching ...	14

Degree in Absentia.

B.Sc. (Honours) ...	1
B.A. (Pass)	1
B.Sc. (Pass)	1
Diploma in Teaching ...	1

Honorary Degrees were conferred for distinguished services to education as follows :—

Doctor of Law, *Honoris Causa*—

The Hon'ble Sir Benjamin Heald, Kt., V.D., M.A., I.C.S., late Vice-Chancellor of the University of Rangoon.

Doctor of Letters, *Honoris Causa*—

U Withodda, *Thathanabaing.*

Rev. Robert Halliday (now deceased).

Master of Arts, *Honoris Causa*—

U Kyaw Dun

U Maung Gyi

Mrs. Leslie Milne

U Tin (of Pagan)

The University has adopted a proposal that Mr. C. W. Dunn, I.C.S., and Mr. J. A. Stewart, I.C.S, should complete the new Dictionary of the Burmese Language in their retirement in England. The University Library added 2,452 books to its stock. The number of readers increased by nearly 600 from 1,737 to 2,403. Inscription stones and statuary belonging to the Phayre Provincial Museum lying in the old Hanthawaddy Court Building were taken on loan by the University and have been erected at the entrance of the Library. Appendix V of the report of the Executive Committee contains a striking statement of research work conducted in the Colleges. The Institute of Helminthology continued its work on the compilation of the helminth fauna of Burma. The University Sanatorium continued its medical examinations of freshmen and of all students from Judson College and the Training College for Teachers and looked after the public health of the University Estate. The University Training Corps had on its rolls 12 officers and 549 other ranks and completed a useful year of training. The University Boat Club carried out a full programme of "Tubbing," Bumping Races and Regattas. The Students' Union carried through a programme of eight lectures and one debate and issued Volume I of the Union Magazine. Regular instruction in the University gymnasium was given to considerably over 30 students per day. Arrangements for the selection, by competition, of a University "Gym. Eight" fell through owing to a falling away in keenness. The University Squash and Fives Club enjoyed a successful year. Students have taken up squash rackets with keenness and ability. The three Colleges on the Estate report that athletic activities such as football, hockey, tennis, cricket, and swimming were taken up by students in increasing numbers and that there was a swing of interest from politics towards games and social activities. Discipline was good and relations between students and staff were harmonious. Further progress was made towards the development of a system of tutors.

During the year the Trustees of the University Endowment Fund paid to the University sums amounting to Rs. 2,54,900 for teaching and other purposes. A University Retrenchment Committee and a University College Retrenchment Committee made proposals to Government for the reduction of expenditure on the University and the Colleges.

CHAPTER IV.

Secondary Education.

Schools that provide teaching to standards above standard IV are classified as secondary schools. There are three kinds of secondary schools, namely, English, Anglo-Vernacular and Vernacular. All English

and the majority of Anglo-Vernacular schools are secondary schools. In vernacular secondary schools the number of pupils in the primary stages is out of proportion to the number in the middle and high stages and therefore the face value of numbers is, in connection with these schools, deceptive. The total number of pupils in all kinds, and in all stages of instruction, of secondary schools was 207,186 as compared with 213,061 in 1931-32, a total decrease of 5,875. The total number of pupils in the high stages of all public secondary schools was 12,581 as compared with 10,802 in 1931-32, an increase of 1,779 ; in the middle stages 43,281 as compared with 46,958 in 1931-32, a decrease of 3,677. The reports of Inspectors are unanimous that straitened means forced many parents to withdraw their children from fee-charging secondary schools. But other influences were at work. There were increases and decreases due to other causes. The Education Department has made over the control of the Anglo-Vernacular and English VIIth standard promotion examination to school authorities and these authorities have been somewhat lenient with their promotions. In consequence there has been a marked decrease (3,677) in the number of pupils in the middle stages and an increase of 1,779 pupils in the higher stages. The significance of these figures is evident if the following figures in respect of the number of passes in the VIIth standard examination during the past four years are examined :—

Year.	Number of pupils presented.	Number passed.	Percentage of passes.
1929-30	7,383	2,618	35
1930-31	8,673	3,851	44
1931-32	7,262	4,600	63
1932-33	5,983	3,931	66

The examinations in 1929-30 and 1930-31 were conducted by the Education Department ; those in 1931-32 and 1932-33 by school authorities. It is manifest that school authorities were lenient as compared with departmental examiners. If entries to the middle stages remain more or less normal and lenient promotions continue there are difficult years ahead for schools. The Xth standard will be choked with pupils who should not have been promoted and with pupils who have failed to pass the High School examination. The percentage of passes in the High School examinations will drop seriously and there will be inevitably a demand for a lowering of standards and for a raising of the percentage of passes—both demands difficult to resist in face of statistics that will be used to support the demands.

The abandonment by the Department of the control of the Middle School examination deprived that examination of some value it had as a qualification recognised by Government and other employers. It is a reasonable surmise that as a result a number of pupils transferred themselves to vernacular schools with a view to the acquisition of VIIth or IXth or Xth Standard Vernacular Certificates recognised as qualifications for teaching and other purposes. These transfers account for part of the decrease in the number of pupils in the middle stages of Anglo-Vernacular and English schools. They also account for an increase in the number of pupils in the higher stages of vernacular secondary schools.

The closing down of 11 Elementary Training Classes for vernacular teachers gave many pupils who intended to qualify for the lower certificate no option but to proceed to a qualification such as the IXth or Xth standard vernacular qualification. They, in turn, helped to increase the number of pupils in the higher stages of vernacular secondary education.

The recognition by Government of a pass in the vernacular Xth standard supplemented by a pass in English in the High School examinations as a qualification equivalent, for Government purposes, to a pass in the Anglo-Vernacular High School Examination acted as an incentive to pupils to proceed to the higher stages of vernacular secondary education and probably was a moving force in the transfer of some pupils from the Anglo-Vernacular to Vernacular High Schools.

The percentages of passes in the examinations conducted by the Department were as follows :—

English High School	...	... 56 (67)
Anglo-Vernacular High School		... 33 (43)
Vernacular High School IX	...	... 36 (26)
Vernacular High School X	...	... 46 (26)
Vernacular Middle School	...	... 33 (52)

Two hundred and sixty-five pupils from English schools appeared for the High School examination and 148 passed ; 2,848 for the Anglo-Vernacular High School examination and 953 passed ; 613 pupils for the Vernacular Xth and 284 passed ; 5,770 pupils for the Vernacular Middle School examination and 1,896 passed.

The percentage of passes in the Anglo-Vernacular Examination was pulled down considerably by the large number of failures of pupils from National Schools. Only 96 out of 476 candidates from these schools passed. It is satisfactory that National Schools are now taking steps to replace uncertificated teachers by certificated teachers. If all these schools stop half-yearly promotions as some have done a long step will have been taken towards greater efficiency.

Several of the large schools in Rangoon showed up badly in the High School examination. Examination results are not infallible measures of the quality of teaching. Bad results may sometimes be attributed to bad examining. If however the results in any one year and in respect of the whole province are in accord with the average of results of previous years then reasonably valid inferences may be drawn. Granting this, there is ground for the opinion that some of the larger schools in Rangoon are suffering from a glut of failed pupils in the tenth standard. The time has come for them not only to limit admissions but also to purge their high departments of pupils on whom teaching energy is now wasted.

The collapse of pupils in the Vernacular Middle School Examination was almost entirely accounted for by heavy failures in Algebra and Geometry. The introduction of Algebra and Geometry as a compulsory subject in the Vernacular Middle schools has been the target of much criticism. Many of the teachers in these schools had lost touch with the subject. Deputy Inspectors do what they can to help teachers grown mentally old and stiff in methods of the past.

The introduction of Algebra and Geometry into Vernacular Middle schools as compulsory subjects was a step in the direction of the assimilation of Anglo-Vernacular and Vernacular education. The recognition, already referred to, of a pass in the Tenth Standard Vernacular Examination supplemented by a pass in English in the Anglo-Vernacular High School Examination as a qualification equivalent to the Anglo-Vernacular High School Examination Certificate, the setting of common papers in English and Burmese in the Anglo-Vernacular and English High School Examinations and Vernacular Tenth Standard Examination, the closing of Vernacular Elementary Training Classes, the gradual replacement of teachers with the lower vernacular qualifications by those with higher qualifications, the institution of the Tenth Standard Vernacular Teachers' Certificate Examination, the tendency in hard times for pupils to change over from fee-charging Anglo-Vernacular schools, to non-fee charging vernacular schools—all these factors are in favour of the development of vernacular secondary education and accord with the demand for more and more education in the vernacular. Assimilation of vernacular and anglo-vernacular education proceeds apace. It is time to ask whether complete assimilation is desirable.

CHAPTER V.

PRIMARY EDUCATION.

The total number of children in the primary stages of education in all kinds of schools was 447,496, a decrease of 58 pupils as compared with the previous year. In English schools there were 7,006 (6,669),

an increase of 337 ; in Anglo-Vernacular schools 25,479 (27,805), a decrease of 2,326 ; (Part of this last decrease was due to the closing of primary departments in Government schools); in vernacular schools 415,011 (413,080) an increase of 1,931. The fluctuations are relatively small ; no special significance can be attached to them. If, as may reasonably be held, financial depression is to be blamed for the reduction in numbers in Anglo-Vernacular schools, to what cause is the increase in English schools to be attributed ?

Approximately 75 per cent that is to say, 335,508 children of the total 447,496 in the primary stages were in the lower primary departments of vernacular schools, that is to say in the infant class and in standards I and II. The number of pupils in standards III and IV increased by 2,728 to a total of 79,703. The great mass of children in the lower primary classes of vernacular schools constitutes the major problem of education in Burma. A large part of this mass is in the infant class which is more often than not the village crèche and incidentally the basis for a claim for a higher charge allowance by the school (crèche) manager. The babes in the infant class are usually grouped in two sections. The beginners do little, if any useful work. They may spend a year chanting ka-gyi, kha-gwe, before they are admitted to the other section where they begin to read and write. Few of the teachers have had training in kindergarten work. Kindergarten materials in the shape of seeds, bamboo sticks, shells, etc., can be produced on demand by practically every school but few teachers dream of leading the children to learn by guided play. Yet material of the highest practical value in sensory education lies at the door of the village school. Deputy Inspectors talk, write notes, hold conferences and, it is hoped, make some impression on the mass of village teachers. A great deal more remains to be done by the individual teacher. The purposeful organisation of this means of learning in the early stages is of incalculable value and should be called for more generally especially in schools where the infant classes are loaded with numbers. The disabilities of the schools are aggravated, at the present time, by large number of children without slates and readers. Neither parents nor teachers can find the money to supply these simple tools of education. If any real progress is to be made in vernacular education, a great movement must be concerted and sustained with its first objective—the retention of all children of school-going age at school until they have passed the IVth standard at least.

The standard of work in the primary departments, as measured by examinations conducted by the Education Department was of the general standard of the previous year. In the 4th standard examinations the following were the results :—English Schools, candidates presented 965 (1,017), number passed 805 (746), percentage of passes 83 (73) ; Anglo-Vernacular Schools, candidates presented 6,389 (6,771),

number passed 4,899 (5,273), percentage of passes 76 (78) ; vernacular schools, number of candidates 23,779 (23,258), number passed 15,947 (15,491), percentage 67 (66).

No report, it seems, can omit reference to the teaching of English in vernacular schools. There were 180 teachers of English in vernacular schools during the year—147 paid by provincial funds and 33 by local bodies, the bulk of the teachers being employed in Lower Burma. Many of these teachers are itinerant and flit from one to two or three or as many as four schools. Few vernacular school managers have sufficient English to check the teaching of English by these teachers. Reports state that parents are satisfied if their children can prattle in English, but the average cultivator can hardly be said to be a good judge of this attainment. These English teachers have poor qualifications. Most of them have passed only the Anglo-Vernacular VIIth standard ; some have the Anglo-Vernacular Xth or a higher qualification and few of them have been trained. The demand for the retention of the teaching of English in vernacular schools has been strengthened by the recognition of a pass in the Xth Standard Vernacular Examination supplemented by a pass in English in the Anglo-Vernacular High School Examination as a qualification equivalent to a pass in the High School Examination. The districts demand the teaching of English ; a vocal public opinion in the towns demands the vernacularisation of all education. The two demands are not so opposed as at first sight appears, since both demands assume the teaching of English as a second language and not as the medium of instruction. The process of assimilation of Vernacular and Anglo-Vernacular curricula will tend to place English in the category of a second language and to displace it as the medium of instruction. This in turn will raise new problems of policy.

CHAPTER VI.

Education of Girls.

The total number of girls under instruction during the year in public and private institutions was 217,062 (216,647) an increase of 415 on the figures for the previous year. The number in public institutions was 208,417 (208,520) and in private institutions 8,645 (8,127). Some fluctuations of significance took place within the several compartments of the public educational system. The number of girls attending the University increased by 42 from 242 to 284. The number attending secondary schools decreased by 1,627 from 73,850 to 72,223 ; in upper primary schools increased by 3,049 from 125,643 to 128,692 ; in lower primary schools decreased by 1,460 from 7,390 to 5,930 ; in training classes decreased by 76 from 646 to 570 and in other special schools

decreased by 31 from 749 to 718. The decrease of 1,627 girls in secondary schools would appear to indicate that the influences that operated in connection with the increase in the number of boys in vernacular secondary schools were not operative in the case of girls. This would appear to lend some colour to the opinion of Inspectors that in bad times the education of girls is sacrificed to that of boys. The closing of Elementary Training Classes accounts for the decrease in the number of women undergoing training for the teaching profession.

Of the total number of girls in public institutions 195,301 or 94 per cent were in the primary stages, and of this number 78 per cent were in the lower primary stages. There can be no complacency in the face of these figures. Roughly speaking only one girl out of seven of the school-going population of girls reaches the IVth standard of a vernacular school. Six out of seven girls drop out on completion of the course in the II standard. It is arguable that a child whose education is stopped at the II standard of a vernacular school has gained little or nothing of educational value. The teachers in vernacular schools are mostly men. Until a body of women teachers is available and parents can be assured that their girls will be under the protective care of at least one woman teacher in the village school, particularly in middle and high departments, there can be little general increase in the number of girls in the higher stages of vernacular education. When funds are available one of the first cares of the Department must be the training of many women teachers for service in the vernacular primary schools.

The numbers of girls according to race were as follows :—

Buddhists 1,82,229 (1,81,963).
Europeans and Anglo-Indians 3,215 (3,166).
Indian Christians 18,329 (17,973).
Hindus { Higher caste 2,815 (2,791).
Backward classes 759 (711).
Mahomedans 9,255 (9,331).
Parsis 117 (73).
Sikhs 59 (85).
Others 284 (554).

Girls continue to maintain a high average of passes in all public examinations, except the vernacular examinations, as the following figures show :—B.A. Degree 22 passed, 73 per cent of the number presented ; B.Sc. 3 passed, 100 per cent of the number presented ; Intermediate examination 30, 38 per cent ; English High School 56, 74 per cent ; Anglo-Vernacular High School 126, 38 per cent ; Anglo-Vernacular Middle School 654, 70 per cent ; English Middle School 196, 78 per cent ; Vernacular High School (Standard IX) 122, 39 per cent ; Vernacular Middle School 421, 31 per cent ; and Vernacular High School (Standard X) 33, 45 per cent. The comparative figures for

men are :—B.A. Degree 62 passed, 46 per cent of the number presented ; B.Sc. 38 passed, 56 per cent of the number presented ; Intermediate examination 214 passed, 44 per cent ; English High School 92, 49 per cent ; Anglo-Vernacular High School 827, 33 per cent ; Anglo-Vernacular Middle School 3,277, 65 per cent ; English Middle School 300, 69 per cent ; Vernacular High School (Standard IX)) 526, 35 per cent ; Vernacular Middle School 1,475, 33 per cent ; Vernacular High School (Standard X) 251, 47 per cent.

The low percentage of passes in the vernacular middle schools is accounted for by failures in Algebra, Geometry and Geography. The cause of the failure has already been referred to in Chapter IV.

The Elementary Training Classes for women teachers still continue to have far reaching and beneficial effects on the women. The discipline, the co-operative life, regular and good meals, physical exercises and games, regular and co-operative studies tell on the mental, moral and physical development of the young women. The number of women entering for the lowest teaching qualification—Elementary 'B' —has decreased to a hand-full. This is all to the good. The Elementary Training Class for Mahomedan girls continues to do valuable work.

The teaching of needlework has been well maintained in Anglo-Vernacular and English Schools, but in Vernacular schools poverty and lack of materials were almost insuperable obstacles to efficient work. Inspectors and Inspectresses have endeavoured to alleviate the situation by collecting cloth-cuttings (from shops) and clean rags for distribution to poorer schools for sewing purposes. Some school managers have supplied materials and recouped themselves from the sale of finished articles.

The prejudice against drill for girls in Anglo-Vernacular schools is rapidly breaking down, and drill and games are now recognized as essential parts of a girl's education ; but in Vernacular schools a stone-wall of prejudice is presented to any general attempt at the introduction of drill and games for girls. The wall will crumble only when an adequate number of efficient women teachers and an adequate staff of Deputy Inspectresses can be set to work on it.

The withdrawal of grants for the teaching of cooking has led to a greater set back in this more than in any other special subject. Of eight schools that formerly taught cooking only two now do so. The teaching of singing has been maintained in the English and Anglo-Vernacular Schools. In Karen vernacular schools this subject could be developed with success if teachers could be provided. The withdrawal of maintenance grants for teachers of Manual Training has led to a marked decrease in the training of children in manual work. Weaving is taught only in a few Schools. The teaching of Hygiene in vernacular schools remains divorced from practice.

CHAPTER VII

PROFESSIONAL AND VOCATIONAL TRAINING.

(A) Professional training in the University.

Training of Teachers.—During 1932-33, twenty-nine men and thirty-five women were preparing for the Trained Teachers' Certificate and twenty men and six women for the Degree of Bachelor of Education. In March 1933, twenty-three women and twenty-two men passed the University Trained Teachers' Certificate examination and thirteen men and six women passed the Bachelor of Education examination. An experimental course of two years' duration for Kindergarten students was opened during the year. Three students were admitted to the course and five new students will be admitted during 1933-34. The Training College was driven, by shortage of funds, to embark on experiments in co-education ; it was found impossible to adhere to the original intention to maintain separate Practising Schools for boys and girls. The enforced experiment may have interesting and important results.

Engineering.—Thirty-nine students were preparing for the degree of Bachelor of Science in Engineering in March 1933. The following were the results of the University examinations in Engineering :—

First examination in Engineering	... 10	passed out of	17
Second examination in Engineering	... 4	passed out of	8
Final Bachelor of Science examination in Engineering.	5	passed out of	13

The Government of India and the Indian Institute of Engineers have recognised the Rangoon University Degree Bachelor of Science Degree in Engineering as a qualification for Government and Institution purposes. Graduates have found it difficult to find suitable employment. The Professor of Engineering has taken considerable trouble negotiating with private bodies and firms in an endeavour to make the Burma Oil Company College of Engineering a regular source of recruitment for technical services. Unemployment has brought home to graduates the need for adequate practical experience and the stoppage of the recruitment to Government service has directed their attention to the possibilities of employment elsewhere. Proposals in connection with the reduction of Government expenditure on Engineering education will result in the abolition of the advanced courses in Mechanical and Electrical Engineering in the Insein Government Technical Institute and the opening in the Burma Oil Company College of Engineering of a Diploma course for training in these subjects. These adjustments will lead to considerable reduction in the cost of the Insein Government Technical Institute and a slight additional cost in expenditure in the Burma Oil Company College.

Medical Education. (Medicine and Surgery).—Seventy-nine students were reading for the M.B.B.S. Degree in the Medical College during the year. They were distributed in classes as follows :—

Class.	Males.	Females.	Total.
Second M.B. (Junior) ...	14	4	18
Second M.B. (Senior) ...	21	3	24
Third M.B.B.S. ...	7	3	10
Part I, Final M.B. ...	8	...	8
Part II, Final M.B. ...	13	4	17
Part II, Final L.M. & S.	2	...	2
Total ...	65	14	79

and by races as follows :—

Class.	Burmans.	Indians.	Anglo-Indians and others.	Total.
Second M.B. (Junior)	9	5	4	18
Second M.B. (Senior)	6	14	4	24
Third M.B.B.S.	...	7	3	10
Part I, Final M.B.	5	3	...	8
Part II, Final M.B.	5	8	4	17
Part II, Final L.M. and S. ...	...	1	1	2
Total ...	25	38	16	79

The following were the results of the University Medical Examination in March 1933 :—

First M.B. and B.S. Examination	...	5 passed out of 8.
Second M.B. and B.S. Examination	...	32 passed out of 49.
Third M.B. and B.S. Examination	...	8 passed out of 10.
Part I of Final M.B. and B.S. Examination	...	9 passed out of 11.
Part II of Final M.B. and B.S. Examination	...	6 passed out of 21.
Part II of Final L.M. and S. Examination	...	1 passed out of 2.

Forestry.—There was only one class of 5 probationers in Forestry in the University College. In the University Degree examination in March 1933, 4 out of 6 candidates for the B.Sc. Degree in Forestry passed.

Recruitment to the Burma Forest Service has now been closed for an indefinite period. No preliminary class was enrolled in 1932 ; the present probationers' class will complete its course in June 1934 and so far as can be seen at present the Forestry course in the University will have to be closed down. This course which has been conducted by officers of the Imperial Forest Service since its foundation has built up a school of studies in Forestry that has made a reputation for itself not

only in India and Burma but in Ceylon, Malaya, Siam and a number of other countries in the Far East. Students have been drawn from time to time from various provinces in India and from the other countries mentioned. The School has become an important centre of professional and technical studies in Forestry. It is hoped that it will be closed only temporarily.

(B) Non-University Vocational Training.

Training of Teachers.—The numbers of students preparing for the various teaching qualifications granted by the Department were as follows :—Anglo-Vernacular Kindergarten 156 (174), Vernacular IX and X standard 443 ; Vernacular School Teachers' Certificate 251 ; Vernacular High School Teachers' Certificate 48 ; Elementary Training Classes 347 (511). The number of students who were successful in qualifying for the several courses at the end of last year was 718 (851). The wide-spread unemployment among vernacular teachers is reflected in the comparative figures given above. The closing of primary classes in Government Anglo-Vernacular Schools has increased unemployment among Anglo-Vernacular teachers. The Department has directed the attention of aided schools to the plight of unemployed certificated teachers and is bringing pressure to bear on schools to make them replace untrained teachers by trained teachers.

At the time of writing this report some 3,000 certificated vernacular teachers were known to be out of employment. This unemployment has re-acted on the numbers of students now undergoing the various training courses for vernacular teachers. The Department keeping in mind the re-employment of teachers now out of work, is taking steps to adjust the supply of teachers to the probable demand. Enquiries show that many unemployed vernacular teachers have gone back to agricultural work. A number have taken up village occupations and petty trading while, it is reported, a number have opened private schools in villages where in return for a roof and food they provide instruction and wait for recognition of their schools when better financial times return.

Many of the unemployed vernacular teachers are holders of the Elementary ' B ' qualification ; their professional skill is limited even for work in standards I and II of lower primary schools. The Elementary ' B ' qualification has served its day and holders of the qualification have now to give way to teachers better qualified and better equipped to fill the rôle of modern village dominie and to take their places, as leaders in village life and to train the village child to take his place as an intelligent member of the village community. Constitutional reforms and the widening of the franchise make it imperative that the villager should be taught to think for himself.

The improvement of the quality of the training of vernacular teachers is a matter of importance. Re-organisation necessitated by retrenchment is making it possible for the Department to make some changes towards that end. This is neither the time nor the place to discuss ways and means of executing wider plans. The time is ripe however for a review of the system of training of vernacular teachers and of the aims and objects of vernacular education.

Burma Government Medical School, Rangoon.—The school had 149 (164) students on the rolls during 1932-33. The students were distributed as follows :—

First year	...	8
Second year	...	36
Third year	...	41
Fourth year	...	64
Total	...	149

The results of the examinations were as follows :—

Examinations—September 1932.—Examinations were held in September 1932 for students who had failed in March 1932 and who had been remanded for 6 months.

Final Examination, Part I.—16 students appeared for this examination. 12 passed and 4 failed. The students who failed were remanded for 6 months.

Final Examination, Part II.—36 students appeared for this examination. 19 passed and 17 failed. The failed students were remanded for 6 months.

Annual Test Examination.—The Annual Test Examination in Anatomy and Physiology for first year students was held in January 1933 40 students appeared for this examination. 33 passed and 7 failed. Of the failures 3 were remanded for one year and four students were removed, as they failed badly.

Examinations—March 1933.—

Final Examination, Part I.—33 students appeared for this examination. 24 passed and 9 failed. The students who failed were remanded for 6 months.

Final Examination, Part II.—42 students appeared for this examination. 23 passed and 19 failed. Sixteen of the students who failed were remanded for 6 months and 3 students were remanded for one year as they failed badly.

The teaching was conducted in the Medical College and resident students lived in the buildings in the old General Hospital. Various steps were taken during the year to raise the standard of teaching and

more especially to improve clinical training. The Burma Medical Examination Board was enlarged by the appointment of lecturers in Medicine, Surgery, Midwifery and Pathology as *ex-officio* members of the Board. Clinical tutors in Medicine and Surgery were appointed and arrangements were made for students to be accommodated in the Dufferin Hospital during their practical training in Midwifery. The school examinations were inspected by visitors appointed by the Burma Medical Council.

Government Technical Institute, Insein.—At the end of the year the numbers of students on the rolls were as follows :—

——	At the Institute.	Under practical training.	Total.
Civil Engineering (Diploma Course).	75(109)	30 (42)	105 (151)
Mechanical Engineering (Diploma Course).	24 (29)	31 (30)	55 (59)
Mechanical and Electrical Engineering (Associateship Course.)	5 (7)	...	5 (7)
Workshop Apprentices ...	16 (22)	...	16 (22)

There was no admission of students during the year. Forty-one students completed the Diploma Course in Civil Engineering and 15 students the Diploma Course in Mechanical Engineering. All were awarded the Diploma. Three students completed the Associateship Course in Mechanical and Electrical Engineering and were awarded the title of Associate.

The proportion of Burmans who passed through the Institute has increased during recent years. The nationality of those who passed the Diploma Examinations during the year was :—Burmans 27, Indian. 11 and Chinese 2.

Students of the Institute and the Evening Classes entered for examinations of the City and Guilds of London Institute and the following successes were obtained :—

Boiler makers' work, Final Grade ...	1
Motor-car Engineering, Grade II ...	1
Structural Engineering, Grade I ...	8
Electrical Engineering, Practice, Grade II (Direct Current.)	4
Electrical Engineering, Practical, Grade II (Alternate Current.)	2
Electrical Engineering, Practice, Grade I (Direct Current.)	2

Reference has already been made in the paragraph in connection with Engineering in the University to reorganisation in the Insein Institute and the Burma Oil Company College of Engineering with a view to eccnomy.

Owing to the very small outturn of students from the Mechanical Department in recent years there is practically no unemployment among "passed" Mechanical Engineering students. Several students who were unable to secure suitable employment in Burma have found work in India. As far as is known no student who has passed the advanced course is unemployed. A few of the students who have completed the Civil Engineering course received appointments with local authorities and a few are employed by the Railways. Very few students have yet received permanent employment in the Public Works Department. Most are working as unpaid overseers thereby gaining experience.

Evening Classes.—The Classes were held at Insein instead of in Rangoon, free transport being provided for students. Courses were concentrated and the quality of work improved. Attendance was better although the numbers of students decreased.

Government Survey Schools.—There were three schools one each at Shwebo, Kyauksè and Prome. One hundred and twenty-one (105) students were admitted to the Survey courses. Ninety-five (91) completed the course. Eighty-six passed the final examination in June 1932. The educational qualifications of the students continued to improve. Thirty-two successful pupils joined the Land Records Department, two the Irrigation Department, one the Settlement Department and one the Special Survey Party. Twenty-three kwins and three town blocks with an occupied area of 12,077 acres were re-surveyed by the pupils of the three schools as part of their practical training. The value of these surveys at annas four per acre was Rs. 3,019-4-0 (Rs. 3,514-8-0).

Saunders Weaving Institute, Amarapura.—The activities of the Institute were reduced as Government was unable to finance it on the scale of former years. The number of students following the higher course of training was 25 ; eleven of these passed. The number following the lower course was 42 and 20 passed. The number of students remaining on the rolls in June 1932 was 13 in the higher course and 22 in the lower course. An attempt was made to include in the instruction more elaborate patterns and more advanced dyeing. Experiments with the fly shuttle slev were continued in connection with sleys suitable for Burmese looms. The typical Burmese patterns for longyis can now be successfully woven in wider widths and check patterns while three colours of weft can be comfortably woven with these improvements.

An important advance was made in making of thin silk gaungbaungs Most of the gaungbaungs in the province are made from material imported from Japan. The Institute is endeavouring to produce suitable silk

at a price which will enable local weavers to compete with Japanese imports. This is a big undertaking and although gaungbaungs have been woven successfully they are slightly more expensive than those imported from Japan but are more lasting in quality. More work has to be done by the Institute before complete success can be claimed.

Travelling weaving demonstrators were engaged by the District Councils in Mergui, Tharrawaddy, Myaungmya and Tavoy and by Government in Prome and in the Upper Chindwin Districts. Twelve schools under the Education Department reported that 466 students and 15 outsiders were being taught weaving. A number of these schools are in danger of closing owing to the withdrawal of grants for weaving.

The Government Lacquer School at Pagan had 73 students on its rolls. Most of the students who left the school found employment in Pagan. Attention was given to the improvement of design and to the use of new materials for the improvement of lacquer.

Owing to the financial stringency it was not possible to hold an Arts and Crafts Exhibition. The proposal to found an Arts centre in Rangoon has failed to materialise on account of the slump and must wait the return of less difficult times. The Superintendent of Cottage Industries says "Without encouragement from Government in the form of an Annual Exhibition it is impossible to attempt to improve workmanship in the branches of Burmese arts and crafts such as ivory, bronze, silverware, jewellery, etc. Without some form of competition and some means of obtaining sales these arts will deteriorate still more than they are".

State Scholarships.—Owing to financial stringency no state scholarships were awarded during the year 1932-33. There were 9 state scholars in England who were following courses leading to qualifications in Civil Engineering, Architecture, Dental Surgery, Horticulture, Engineering, Surgery, English and Philosophy. In January 1933 Dr. B. P. Pal returned to Burma having obtained the degree of Doctor of Philosophy in Science of the University of Cambridge. Ma Than E returned to Burma in July 1932, having obtained the Teachers' Diploma. One scholarship was terminated because of the unsatisfactory work done by the scholar.

Government Accountancy Classes.—No Accountancy Classes were conducted by Government during the year.

Apprentice Stipends.—Thirty apprentice stipends were continued and 27 new stipends for apprentices in workshops were awarded.

Commercial Schools.—Thirteen Commercial Schools continued to be recognised by the Department during the year. Four hundred and ninety-five pupils were undergoing instruction in these schools as compared with 526 in the previous year.

Vocational and Pre-Vocational Education.—Fifty-two (58) schools provided instruction in Manual Training. Of 6,379 (14,017) pupils under instruction 5,299 (8,814) pupils passed. The decrease in numbers was due to the withdrawal of maintenance grants for teachers of Manual Training. One thousand one hundred and forty-three (1,116) schools taught needlework; 36,793 (33,087) girls were under instruction and 30,374 (27,611) passed in the subject. Three hundred and ninety (395) schools reported that they maintained school gardens and that 19,937 (18,421) pupils received practical instruction in school gardening. Forty-six (31) Anglo-Vernacular and English schools provided instruction in singing for 8,509 (7,566) girls. Nine hundred and seven (1,013) English and Anglo-Vernacular Schools provided instruction in drawing for 57,461 (63,286) pupils and 44,887 (50,489) passed in this subject.

CHAPTER VIII.

EDUCATION OF SPECIAL CLASSES AND COMMUNITIES.

English Schools.—There were 36 (35) schools classed as English Schools; the total number of pupils in these Schools rose by 227 from 10,191 to 10,418. 5,906 of the pupils were classed as Europeans while 4,512 were classed as non-Europeans. The percentage of pupils classed as Europeans fell by one per cent from 58 to 57. The percentage of European pupils in schools for non-Europeans rose by one cent from 9 to 10; the increase being by 73 from 592 to 665. The total number of pupils classed as Europeans in all schools rose from 6,491 to 6,571, the total increase being 80 pupils. In the University, the number of students classed as Europeans rose from 110 to 127; in secondary schools from 5,822 to 6,006; in primary schools from 255 to 290. These figures do not support the thesis that the education of the community for whom these schools cater has suffered by the slump.

Mahomedan.—The total number of Mahomedan children under instruction in public and private institutions was 32,309 (32,476). 82 per cent of the children were attending public institutions. 137 (98) were in the University stage; 10,096 (10,184) in secondary schools; 15,026 (14,571) in upper primary schools and 445 (640) in lower primary schools. Of the total Mahomedans under instruction 20,502 (21,596) were in 317 (327) special Mahomedan schools. The rest 11,807 (10,880) were attending other schools.

There were 22 (22) Mahomedan secondary schools with an attendance of 3,071 (30,44); 173 (173) upper primary schools with 11,542 (11,913) pupils; 10 (10) lower primary schools with 436 (486) and 112 (122) private schools teaching Koran with 5,453 (6,153) pupils. 7,651 (7,570) girls were in public institutions and 1,603 (1,762) in

private institutions, 21(6) girls (a significant increase) were following the University course; 448(468) the secondary course in Anglo-Vernacular schools and 1,606 (1,607) the secondary course in Vernacular schools. The differences of opinion in the Mahomedan community represented in the All Burma Muslim Educational Conference and the Burma Muslim Educational Society and the lack of a policy supported by the whole community continue to impede the development of education of Mahomedans. The struggle between Urdu and Burmese as the medium of instruction continues in Mahomedan schools. Hindi and Bengali schools are exempt from this disturbing force and the general financial position of these schools is sounder than that of other schools. Wastage in the primary stages is high. Most parents are satisfied if their children acquire some religious knowledge which they value much more highly than secular knowledge.

Karens.—During the year there were 14 (14) Anglo-Vernacular Schools with 3,642 (3,687) pupils under instruction. There were 906 (920) vernacular public schools with 47,679 (47,113) pupils and 163 (143) vernacular private schools with 3,591 (2,813) pupils in attendance. The total was 59,130 Karen pupils under instruction as compared with 57,645 during the previous year. Thanks largely to the spirit of self-help that is characteristic of the Karen people the advance, slow but steady, in the development of education among Karens has been maintained.

Taungthus.—8(7) public vernacular schools and 46(46) private schools were reported to be providing instruction for 546 (408) and 581 (579) Taungthu pupils respectively.

Shans.—The numbers of Shan pupils under instruction were, in the school for the sons of Shan Chiefs, Taunggyi, 82(81); in 5 (5) public vernacular Schools, 927 (659); in 124 (128) recognised vernacular schools under private management 7,280 (7,209) and in 777 (751) private vernacular schools 8,599 (8,314). The total number of Shans under instruction was 16,867 (14,619). The education system is slowly penetrating to the more backward tracts.

Palaungs.—The number of Palaung schools decreased from 11 to 9, consequently the attendance fell from 616 to 516. It is said that the migration of parents in search of work accounted for the decrease.

Lishaws.—There were 2 schools for Lishaws and attendance increased from 91 to 111. The Deputy Inspector of Schools reports that Lishaws stubbornly refuse to have their girls educated and that one of the teachers' unpleasant duties is the "dedirting" of the children when they enter school.

Mons.—The number of Mons under instruction fell from 15,736 to 15,386 while the number of schools for Mons rose from 235 to 236 owing to the transfer of one school from the Burmese list. Mon is taught as an optional subject in these schools, but readers for the primary school only are available.

Salons.—An attempt was made to introduce primary education amongst the Salons at Bokpyin but was unsuccessful owing to the extreme poverty and other circumstances of these sea-gipsies.

Chins.—The returns in respect of Chin education are as follows :— Anglo-Vernacular schools 4 (4) with 446 (449) pupils ; 66 (65) Vernacular schools with 2,982 (3,005) pupils on the rolls. The Anglo-Vernacular Chin schools are located at Tiddim, Falam, Sandoway and Thayetmyo. Some pupils from these schools which are Middle Schools are now attending high departments of schools in the Sagaing Magwe and Arakan Circles and are holding their own with Burmans and others in their studies. Education among the Chins has made considerable strides in recent years but the bedlam of dialects in the hills is a great obstruction to educational advance. There are differences of opinions as to the media of instruction, but the authorities on the spot are dealing with the difficulties with a view to the emergence of dominant dialects as media for vernacular education.

Kachins.—There were 64 (62) public schools with an attendance of 3,046 (2,935) pupils and 1 (1) private school with 12 (27) pupils. Most of the schools for Kachins are managed by the American Baptist and Roman Catholic Missions. The educational work of these Missions among hill tribes cannot be too highly spoken of. Though there is a steadily increasing demand for education among Kachins, Burmese as a compulsory subject is a stumbling block. It is said that Kachin teachers at times deliberately refrain from using Burmese. Seven out of 21 Kachins passed the last Vernacular VIIth standard examination ; the heavy failure was attributed to the difficulty of the papers in Algebra and Geometry. The teachers are not adequately qualified to teach these subjects.

Chinese.—There were 4 (5) Anglo-Vernacular Schools with 794 (813) pupils on the rolls. These schools are managed by Christian Missions and not all the pupils are Chinese. One of the so-called Chinese schools has very few Chinese pupils. A considerable number of Chinese and Chino-Burman pupils enter the ordinary Anglo-Vernacular schools. Reports show that there were 58 (55) private vernacular Chinese schools with 2,825 (2,067) pupils, but these figures cannot be said to be reliable. The Chinese stand aloof and seek neither Government nor Local Authorities' help for their vernacular schools. Many of the teachers in these schools are trained in China and the younger ones are said to be trained in modern methods.

Tamils and Telegus.—There were 20 (20) Anglo-Vernacular Schools for Tamils and Telegus with 4,861 (4,820) pupils and 61 (62) recognised vernacular schools with 4,381 (4,425) pupils. Thirty-seven of the vernacular schools were in Rangoon with 2,921 pupils. None of the so-called secondary schools teaches beyond the Vth standard and there are only 18 pupils altogether in that standard in all schools. Seven hundred and ninety-four are in the IIIrd and IVth standards and the remainder in standards I and II. The school population is a shifting one. Very little educational impression can be made on it. The whole subject is a depressing one.

Other Special Classes and Communities.—During the year there were 1,961 (1,874) Inthas, 1,686 (1,900) Danus, 60 (—) Kaws, 20 (16) Was 199 (273) Gons, Black Karens, Kudus and Kamis under instruction. There were 4 schools attended by Chaungthas, Kamis and Mros. The school at Paletwa was a Secondary School with 78 (71) pupils in attendance, the majority being Arakanese and Chaungthas. Three other schools were attended by 88 (86) boys and 33 (35) girls of whom 98 (107), 15 (11), and 4 (3) pupils were Chaungthas, Kamis and Mros respectively. The education of Kami and Mro girls makes little appreciable headway.

There were 2 (2) Anglo-Vernacular Schools with 488 (611) pupils and 2 (2) Vernacular Schools with 242 (157) pupils providing instruction for Bengali pupils and 5 (5) public Vernacular Schools with 343 (338) pupils and 4 (3) private Vernacular Schools with 174 (145) pupils providing instruction for pupils speaking Hindi.

Schools for the Blind.—The St. Michael's School, Kemmendine, managed by the Mission to the Blind of Burma had 23 pupils on its rolls. One boy was admitted during the year and one boy was transferred from the school to the Girls' school for the Blind in Moulmein. The Girls' school at Moulmein had 17 pupils on its rolls, one girl having been admitted and one having left during the year. St. Michael's has now the services of Rev. E. C. Turner who succeeded Father Jackson.

School for the Deaf.—The school had 28 scholars on its rolls with 6 applicants waiting for admission. The qualified staff has been augmented.

The Borstal Institute and the Senior Training School at Thayetmyo.—There were 322 boys' as compared with 144 in the Institution while in the Senior Training School there were 98 as compared to 85. In the Borstal School 146 boys were illiterate when admitted and in the Senior Training School 36. By the end of the year the number of illiterates in the Institute was reduced to 100 and the number in the Senior Training School to 20. The house masters and officers of the schools have gained in teaching experience. The Superintendent of the school looks to the future for useful results.

Adult Education.—(a) *Night Schools.*—The number of recognised night schools rose from 19 to 22 but owing to the financial stringency they did not receive the usual capitation grant from the Department. Most of them are run by Indians for Indians.

(b) *Libraries.*—The Bernard Free Library managed by a Board of nine trustees nominated by the University, Government and Municipal Corporation of Rangoon received Rs. 5,000 from Government and Rs. 3,600 from the Corporation of Rangoon. Its expenditure last year amounted to Rs. 8,377 including the cost of 312 books purchased during the year. This library spends a considerable amount of its income on the preservation, renovation, and copying of Burmese manuscripts. The library contains 16,554 books. The number of registered borrowers was 1,808 (1,832) and the number of books issued was 10,155 (6,334).

During the year 65 (61) libraries received grants from Government to the amount of half the cost of books purchased. Deputy Inspectors of Schools continued to do useful work as propagandists of the library movement and in starting village libraries and social clubs. Inspecting officers and teachers continued to support the Burma Educational Magazine (Burmese monthly) published departmentally under the Editorship of U Sein Ywet.

The Rangoon Literary Society is a subcription library with 187 members. Its total income amounted to Rs. 9,697. It has helped the reading public outside Rangoon by providing the Director gratis with books for a circulating library. Throughout the year the Director circulated to various centres boxes of English books provided by this Society and also boxes of Burmese books for which Government paid.

The Youth's Improvement Society, Rangoon, the Rangoon Teachers' Institute and Y.M.C.A., Rangoon, continued to do useful work.

The Burma Education Extension Association was less active than usual.

CHAPTER IX.

Private Schools.

The figures in respect of private schools are unreliable. Many of these schools are monastic schools with a somewhat irregular attendance and giving instruction in the traditional curriculum. Some of these schools were formerly recognised by Local Education Authorities and are now maintained by private village endeavour. A number of private schools are reported to have been opened by unemployed vernacular teachers in the hope that when better times come they will receive recognition. During the year there were reported to be 17,553 (17,423) vernacular schools for boys with a total of 186,522 (179,209) pupils and 40 (35) vernacular schools for girls

with an attendance of 1,031 (4,837) pupils. Since accuracy cannot be claimed for the figures no comments of value can be made on them. There were reported to be at work 111 (122) Koran Schools with 5,415 (4,418) pupils in attendance and one girls' school with 38 pupils. Inspectors report that 391 (500) schools with 5,631 (7,752) pupils were giving instruction in Pali but not for the Patamabyan examination.

Patamabyan Examination.—The number of Monastic schools preparing for the Patamabyan examination was 1,089 (1,034). In 1933 the examination was held at 25 (22) centres. 230 (394) candidates appeared for the Patamagyi or Patamagyaw standard and 18 (57) passed ; 565 (876) appeared for the Patamalat standard and 98 (216) passed ; 1,582 (2,297) appeared for the Patamange standard and 439 (716) passed ; this gives a total of 2,377 (3,567) candidates and 555 (989) passes.

The *pro rata* award for Patamagyi was Rs. 87, for Patamalat Rs. 65 and for Patamange Rs. 43.

CHAPTER X.

MORAL AND PHYSICAL TRAINING.

Religious Instruction.—The systematic teaching of Buddhism in Government Anglo-Vernacular Schools and all schools under Buddhist management (Vernacular and Anglo-Vernacular) is compulsory. The committee which was appointed by Government to draw up syllabuses in connection with the daily religious instruction to be provided is, at the time of drafting this report, about to complete the revision of the syllabuses and the editing of suitable text books for teachers and pupils. The syllabuses at present in use are said to be too difficult for school children while not a little of the preaching of monks to the children consists of long recitations mostly above their heads. Inspectors' report that vernacular teachers and parents too often value repetitive ability above the substance of the repetition. There is some risk of the present teaching becoming a rigid ritual without much meaning. It is hoped that the introduction of suitable syllabuses and text books will change all this. Wise headmasters and teachers supplement direct religious teaching with organized games and social activities which call for the exercise of traits of character that it is desirable to develop. The change over from voluntary to compulsory religious teaching has enabled the village teacher to combat in some measure the popular belief that the Government system of secular education is indifferent to and submersive of the religion of the people. This has led to a considerable increase in the secularisation of the management and conduct of vernacular education.

Cheating at Examinations.—Thirty-two candidates were detected cheating at public examinations during the year ; twenty-one of them

were candidates for Anglo-Vernacular and English High School examinations; six for the Patamabyan examination and five for Vernacular VIIth and IXth standard examinations. Suitable penalties were imposed.

Hostels.—The number of school and college hostels was 381 (396 with 16,020 (15,417) boarders.

Owing to the closing of 11 Elementary Training Classes during the year the number of hostels continued to decrease. The increase of boarders was to some extent due to the increase in the number of inmates in the Borstal Institute at Thayetmyo—a desirable or undesirable increase according to point of view.

Physical Training.—As one would expect the reports of Inspectors and headmasters of schools convey no impression of a decrease in the number of pupils taking part in formal and informal physical training in English and Anglo-Vernacular Schools. Formal drill was taught regularly in 32 English, 235 Anglo-Vernacular and 3,979 Vernacular schools while gymnastics were taught in seven English, 25 Anglo-Vernacular and one Vernacular school. In 42 Boys' schools 1,442 boys received some formal instruction in boxing. The annual physical training camp for Anglo-Vernacular teachers was held at Cabin Island. Twenty-six teachers attended the course, 11 of them being from Government schools. The training classes for vernacular teachers held from time to time by the Assistant Inspector of Schools for Physical Training in various parts of the province have helped substantially to spread to village schools some idea of the place of physical training in the education of children. A good deal of lip service is still paid however to physical training and drill in vernacular schools.

Scouting.—There was an increase of nearly 1,000 in the number of scouts under training. Six thousand and thirty-two scouts of all ranks being enrolled as compared to 5,050 in the previous year. It is encouraging to note that Scouting is spreading in vernacular schools and a number of troops have been formed in small towns and villages. The holding of training courses in the vernacular has resulted in the expansion of Scouting to remote villages. Special attention has been paid to the training of scoutmasters. The rapid growth of troops in recent years encouraging as it is has not been unaccompanied by dangers, for enough men of suitable type are not joining the movement in proportion to the number of boys who are coming in.

Girl Guides.—The Girl Guides' movement has consolidated its work. Numbers have increased slightly but steadily. The numbers on the rolls during the year were :—Divisional Commissioners 2, District Commissioners 15, District Secretaries 11, Rangers 40, Guiders 122, Guides 986, Blue-birds 556, Brownies (in Taunggyi only) 19,

Companies 39, Ranger Companies 2, Blue-bird Flocks 26 and Lone Guides 47. One hundred and twenty-nine Second Class badges, 197 Proficiency Badges, 7 First Class Blue-birds, 4 First Class Guides, 4 All Round Cords, 2 Gold Cords, 5 New Companies, one New Flock and 2 re-started Companies badges were won during the year. This year saw the formation of the first Chin Company. The services of a trained organiser were no longer available as Government had to reduce its grant to the association. Training weeks were held at the Y.W.C.A. Holiday Camp at Kalaw during April and May and a week-end Camp was held at Kokine in March.

St. John Ambulance Association.—In spite of financial difficulties this Association was able to do a good year's work. In Rangoon, 15 First Aid Classes were held of which six were in girls' schools, seven in boys' schools, one in the Burma Oil Company College of Engineering and one in the Port Health Office. 233 male and 193 female candidates received training of whom 149 male and 150 female candidates received certificates ; 25 qualified for Vouchers, 4 for Medallions and 1 secured a Label. A First Aid Class arranged by the Director of the Hlegu Health Unit was held amongst motor drivers and conductors and members of the Voluntary Fire Brigade, and First Aid Classes were conducted for members of the police force and in jails. Classes were also held in 62 mofussil stations, of these 12 were in schools, 20 for policemen and 10 in jails. A total of 665 male and 55 female candidates were trained in these classes and 443 male and 45 female candidates obtained certificates in First Aid to the injured.

Medical Inspection.—There were 287 Anglo-Vernacular English and Normal Schools recognised by Government during 1932-33 and reports were received from 68 schools as compared with 176 during the previous year. The suspension of grants-in-aid for medical inspection of schools was responsible for the decrease. In the majority of schools from which reports were received medical officers had been kind enough to continue the inspection of pupils without remuneration. This can only be regarded as a temporary arrangement and compulsory medical inspection must be resumed as soon as the financial position will permit. Of 59 schools which sent in detailed reports, 39 were boarding schools and 20 were day schools. The number of pupils on the rolls in these schools was 17,524. Medical officers examined 16,199 of them or 92·4 per cent. Of the pupils inspected, 57½ per cent were protected by primary vaccination, 38·85 per cent by revaccination, 2 per cent by previous attack of small-pox and the remaining 1·6 per cent were unprotected. As in previous years defective teeth (18·67 per cent), enlarged tonsils (11·90 per cent), defective vision (5·93 per cent), skin diseases (4·91 per cent) anæmia (3·59 per cent) and trachoma (3·36 per cent) were the most common defects.

The difficulties experienced were to induce parents to follow up medical officers' advice. In many schools anticholera, antiplague and T. A. B. inoculations were performed and in the Government Normal School, Mandalay, the prompt measures adopted by the medical officer stopped a threatened outbreak of beri-beri.

CHAPTER XI.

FINANCE.

The total recorded expenditure on Education in 1932-33 was Rs. 1,69,93,281 or Rs. 41,17,804 less than during the preceding year. The Provincial Grants to the University Building Trust which swelled the Education Budgets for a period of years decreased from 18 lakhs in 1931-32 to Rs. 61,000 in 1932-33.

The figures include Rs. 70,000 spent by the Public Works Department on Educational buildings and on the following institutions not under the control of the Department :—

	Rs.
The University of Rangoon with its Colleges ...	19,41,743
Agricultural College	1,90,185
Medical School, Rangoon	70,625
Engineering School, Insein	1,97,731
Saunders Weaving Institute	29,502
Forest School, Pyinmana	7,280
Borstal Institute, Thayetmyo	23,322
Total ...	24,60,388

besides expenditure of Rs. 6,02,714 in the Federated Shan States.

Pensionary and other charges on account of expenditure in England and the value of timber grants to Vernacular Schools are excluded.

The expenditure was met as follows :—

(1) From Provincial Funds, Rs. 60,59,410 (Rs. 89,79,083).
(2) From Rural Local Funds, Rs. 34,51,386 (Rs. 35,55,878).
(3) From Municipal Funds, Rs. 13,31,770 (Rs. 14,24,261).
(4) From Fees, Rs. 34,02,945 (Rs. 40,50,873).
(5) From other Sources, Rs. 23,49,348 (Rs. 26,53,234).
(7) From the Federated Shan States Funds, Rs. 3,98,422 (Rs. 4,47,756).

Expenditure from "other sources" is that incurred by private persons and bodies, mainly missions and school managers. Expenditure on Education is thus met from three sources ; *viz.*, Public Funds, Fees and other sources. Over 50 per cent of the expenditure shown above as from Rural Local Funds was contributed from Provincial Revenues. The decreases stated above tell their own tale of financial stringency.

Average cost per Head.—The average cost of educating each pupil during the year 1932-33 was Rs. 25·2 (Rs. 28·4). The average cost per head in the University (*i.e.*, The Rangoon University and its constituent colleges including the Intermediate College, Mandalay) was Rs. 903·8 (Rs. 978·6) ; in the Agricultural College Rs. 10,565·83 (Rs. 8,446·1) ; in Secondary Schools Rs. 40·55 (Rs. 44·8); in Upper Primary Schools Rs. 8·08 (Rs. 8·04); in Lower Primary Schools Rs. 12·8 (Rs. 16·4) ; in Training Schools Rs. 186·8 (Rs. 238·5) and in other special schools Rs. 23·4 (Rs. 41·1).

Cost per head of Population.—The average expenditure per head of the population on Education was Rs. 1-2-6 (Rs. 1-7-0) of which Re. 0-12-3 (Rs. 0-15-9) was met from Public Funds.

In conclusion the writer takes the liberty of plagiarising and adapting part of a recent critical review published in "The Spectator." Is all well with the Schools ? So ask the friends as well as the foes of education. The answer is No. The answer always was No, and always will be No ; because Education is a struggle towards perfection never to be attained. The schools will always fail—fail nobly for the most part, and fail ignobly hardly ever. The malignant mischief-maker, fixing his gaze on faults and never seeing virtues, can always find something to denounce ; and unfortunately denunciation of public education is popular with certain types of people. Their usual cry is that education is a failure and that it costs too much. They are not quite sure whether they want to abolish it or merely to insult it. There is much waiting to be done in Burma and when better times return much will be done. For the present the system holds its own and does work of incalculable value—not to be measured in terms of rupees, annas and pies.

A. CAMPBELL,
Offg. Director of Public Instruction.

The 29th September 1933.

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General Summary of Educational Institutions and Scholars.

Area in square miles— 233,707.

Population—		Percentage of Scholars to total population.			
		Recognized Institutions.		All Institutions.	
		1933.	1932.	1933.	1932.
Males ... 7,490,601	Males ...	4·22	4·22	6·83	6·81
Females ... 7,176,545	Females ...	2·90	2·90	3·02	3·01
Total ... 14,667,146	Total ...	3·57	3·5	4·96	4·28

	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1933. (1)	1932. (2)	Actual Increase or Decrease. (3)	1933. (4)	1932. (5)	Actual Increase or Decrease. (6)	(7)
RECOGNIZED INSTITUTIONS—							
Universities ...	1	1	...	1,645	1,551	+ 94	
For Males—							
Arts Colleges ...	1	1	...	138	123	+ 15	(a) ... (b) 138 (c) ...
Professional Colleges.	1	1	...	18	26	- 8	(a) ... (b) 18
High Schools ...	237	206	+ 31	58,730	54,884	+ 3,846	(c) 28,099 (d) 30,631
Middle Schools ...	1,033	1,074	- 41	127,469	135,981	- 8,512	(c) 22,880 (d) 104,589
Primary Schools	4,151	4,128	+ 23	259,242	255,707	+ 3,535	(d) 259,242
Special Schools ...	1,151	1,101	+ 50	19,200	17,720	+ 1,480	
Totals ...	6,575	6,512	+ 63	466,442	465,992	+ 450	
For Females—							
Arts Colleges ...	...	...	...	...	...	...	
Professional Colleges.	...	...	...	...	...	...	
High Schools ...	30	25	+ 5	8,599	7,606	+ 993	(c) 2,860 (d) 5,739
Middle Schools ...	89	108	- 19	12,388	14,590	- 2,202	(c) 2,023 (d) 10,365
Primary Schools	643	634	+ 9	36,930	36,203	+ 727	(d) 36,930
Special Schools...	19	24	- 5	505	622	- 117	
Totals ...	781	791	- 10	58,422	59,021	- 599	
UNRECOGNIZED INSTITUTIONS—							
For Males ...	18,139	18,128	+ 1	202,331	200,851	+ 1,480	
For Females ...	66	66	...	1,639	1,542	+ 97	
Totals ...	18,205	18,194	+ 11	203,970	202,393	+ 1,577	
GRAND TOTALS ...	25,561	25,497	+ 64	727,834	724,406	+ 1,428	

(a) In Graduate and Post Graduate classes. (b) In Intermediate classes. (c) In Secondary stages. (d) In Primary stages.

General Summary of Expenditure on Education, 1932-33.

	Total Expenditure.			Percentage of Expenditure from				Cost per scholar to				Total cost per Scholar.
	1933. (1)	1932. (2)	Increase or Decrease. (3)	Government Fund. (4)	*Local Fund. (5)	Fees. (6)	Other sources. (7)	Government Fund. (8)	Local Fund. (9)	Fees. (10)	Other sources. (11)	(12)
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection	10,40,304	11,59,283	−1,18,979	100	...	...	..	...	...	...	...	...
Universities ...	15,51,261	15,75,267	− 24,006	61·33	...	17·83	20·84	...	...	...	...	...
Boardof Secondary and Intermediate Edn.	554	442	+ 112	100	...	...	...	...	...	...	...	...
Miscellaneous† ...	27,33,582	50,56,583	−23,23,001	35·38	8·25	37·57	18·80	...	...	...	...	...
Totals ...	53,25,701	77,91,575	−24,65,874	55·57	4·24	24·47	15·72	...	...	...	...	...
Institutions for Males.												
Arts Colleges ...	60,232	62,861	− 2,629	76·62	...	23·38	...	334 6 4	...	102 1 1	...	436 7 5
Professional Colleges	1,90,185	2,19,599	− 29,414	100	...	...	...	10,565 13 4	...	...	...	10,565 13 4
High Schools ...	38,39,310	40,18,115	−1,78,805	39·22	11·62	32·47	16·69	25 10 3	7 9 7	21 3 9	10 14 6	65 5 11
Middle Schools ...	31,69,076	39,57,945	−7,88,869	19·16	57·12	12·86	10·86	4 12 3	14 3 3	3 3 1	2 11 2	24 13 9
Primary Schools ...	21,91,296	21,13,837	+ 77,459	4·09	91·89	1·45	2·57	0 5 6	7 12 3	0 1 11	0 3 5	8 7 2
Special Schools ...	5,73,862	9,22,281	− 3,48,419	88·79	...	3·59	7·62	26 8 7	...	1 1 2	2 4 5	29 14 2
Totals ...	1,00,23,961	1,12,94,638	−12,70,677	29·41	42·61	17·16	10·82	6 5 5	9 2 11	3 11 2	2 5 4	21 9 1
Institutions for Females.												
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	6,79,932	8,33,484	−1,53,552	33·24	3·58	30·88	32·30	26 4 6	2 13 3	24 6 7	25 8 8	79 1 1
Middle Schools ...	6,10,557	7,45,653	−1,35,096	38·77	15·36	23·18	22·69	19 1 8	7 9 1	11 6 9	11 2 10	49 4 6
Primary Schools ...	2,61,516	3,51,217	− 89,701	6·87	64·67	10·63	17·83	0 7 9	4 9 3	0 12 0	1 4 2	7 1 3
Special Schools ...	91,614	94,518	− 2,904	75·56	...	...	24·44	137 1 1	...	...	44 5 6	181 6 7
Totals ...	16,43,619	20,24,872	− 3,81,253	33·46	17·48	23·07	25·99	9 6 7	4 14 8	6 7 10	7 4 12	28 2 1
GRAND TOTALS ...	1,69,93,281	2,11,11,085	−41,17,804	38·00	28·15	20·03	13·82	12 4 10	9 1 9	6 7 8	4 7 7	32 6 0

* Includes both District Board and Municipal Funds.
† Include expenditure on Buildings.

I.—*Classification of Educational Institutions, Burma Proper*, 1932-33.

—	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions.												
Universities ...	...	...	...	1	...	1		...	...	...	...	...
Boards of Secondary and Intermediate Education.	...	...	...	1	...	1	...	...	...	...	...	...
Colleges—												
Arts and Science ...	...	...	...	1	...	1	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	1	...	...	...	...	1	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade College.	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	1	...	...	3	...	4	...	...	...	...	...	...
High Schools ...	31	14	8	182	...	235	...	...	1	29	...	30
Middle Schools { English	14	...	...	96	...	110	...	...	...	26	...	26
Middle Schools { Vernacular	8	48	18	812	...	886	...	4	5	47	...	56
Primary Schools ...	30	15	7	3,971	...	4,023	1	3	5	620	...	629
Totals ...	83	77	33	5,061	...	5,254	1	7	11	722	...	741
Special Schools—												
Arts ...	...	...	...	1	...	1	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Forest	1	...	...	...	...	1	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...
Medical	1	...	...	...	...	1	...	...	...	...	...	...
Normal and Training	17	...	...	2	...	19	10	...	...	7	...	17
Engineering ...	1	...	...	...	...	1	...	...	...	...	...	...
Technical and Industrial	1	...	...	...	...	1	...	...	...	...	...	...
Commercial ...	...	...	...	13	...	13	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory ...	1	...	...	...	...	1	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	2	...	2	...	...	...	1	...	1
Schools for Adults ...	...	...	...	22	...	22	...	...	...	1	...	1
Other Schools ...	...	...	...	1,085	...	1,085	...	...	...	...	...	...
Totals ...	22	...	...	1,125	...	1,147	10	...	...	9	...	19
Totals for Recognized Institutions.	106	77	33	6,189	...	6,405	11	7	11	731	...	760
Totals for Unrecognized Institutions.	...	...	...	...	17,408	17,408	...	...	...	...	64	64
GRAND TOTALS ...	106	77	33	6,189	17,408	23,873	11	7	11	731	64	824

IIA.—*Distribution of Scholars attending*

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING.									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agriculture ...	18	16	18	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	18	16	18	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	9,656	9,222	749	2,282	2,282	...	2,439	2,439	...
In Middle Schools { English ...	1,885	1,854	92	...	...	...	...	...	...
In Middle Schools { Vernacular	918	918	...	6,437	6,437	186	3,869	3,869	...
In Primary Schools ...	1,491	1,491	...	828	828	...	902	902	...
Totals ...	13,950	13,485	841	9,547	9,547	186	7,210	7,210	...
In Arts Schools	...	...	...	...	...	...	...	...	...
In Medical Schools ...	138	122	107	...	...	...	...	...	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Forest Schools ...	68	66	68	...	...	...	...	...	...
In Veterinary Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	671	629	671	...	...	...	...	...	...
In Engineering Schools	181	181	181	...	...	...	...	...	...
In Technical and Industrial Schools.	41	39	40	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Reformatory Schools ...	420	420	420	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	1,519	1,457	1,487	...	...	...	...	...	...
Totals for Recognized Institutions.	15,487	14,958	2,346	9,547	9,547	186	7,210	7,210	...
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions for Males.	15,487	14,958	2,346	9,547	9,547	186	7,210	7,210	...

Educational Institutions for Males in Burma Proper, 1932-33.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
1,474	1,423	916	...	...	...	1,474	1,423	916	227
83	83	28	...	...	...	83	83	28	2
87	61	48	...	...	...	87	61	48	14
90	85	66	...	...	...	90	85	66	41
39	39	21	...	...	...	39	39	21	...
...	...	...	...	...	...	18	16	18	...
...	...	...	...	...	...	...	...	...	...
10	10	10	...	...	...	10	10	10	...
...	...	...	...	...	...	...	...	...	...
1,783	1,701	1,089	...	...	...	1,801	1,717	1,107	284
43,952	42,419	2,976	...	...	...	58,329	56,362	3,725	12,174
12,774	11,697	1,118	...	...	...	14,659	13,551	1,210	2,607
97,672	97,627	2,268	...	...	...	108,896	108,851	2,454	42,109
250,668	250,631	472	...	...	...	253,889	253,852	472	108,535
405,066	402,374	6,834	...	...	...	435,773	432,610	7,861	165,425
37	30	...	...	...	...	37	30	...	6
...	...	...	...	...	...	138	122	107	22
..	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	68	66	68	...
...	...	...	...	...	...	...	...	...	...
155	140	155	...	...	...	826	769	826	151
...	...	...	...	...	...	181	181	181	...
...	...	...	...	...	...	41	39	40	17
495	421	...	...	...	...	495	421	...	61
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	420	420	420	...
51	51	51	...	...	...	51	51	51	12
2,068	1,619	...	...	...	...	2,068	1,619	...	12
14,738	14,738	14,738	...	...	...	14,738	14,738	14,738	493
17,544	16,999	14,944	...	...	...	19,063	18,456	16,431	774
424,393	421,074	22,867	...	...	...	456,637	452,789	25,399	166,483
...	...	...	194,750	194,750	...	194,750	194,750	...	7,253
424,393	421,074	22,867	194,750	194,750	...	651,387	647,539	25,399	173,736

IIB.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING.									
IN RECOGNIZED INSTITUTIONS.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	...	...	...	...	...	...	187	187	36
In Middle Schools. English ...	...	...	...	...	...	...	...	...	...
In Middle Schools. Vernacular ...	...	...	...	541	541	...	608	608	...
In Primary Schools ...	35	35	...	169	169	...	485	485	...
Totals ...	35	35	...	710	710	...	1,280	1,280	36
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	141	141	141	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	141	141	141	...	...	...	...	...	...
Totals for Recognized Institutions.	176	176	141	710	710	...	1,280	1,280	36
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions for Females.	176	176	141	710	710	...	1,280	1,280	36
Grand Totals, all Institutions—Males and Females.	15,663	15,134	2,487	10,257	10,257	186	8,490	8,490	36

Institutions for Females in Burma Proper, 1932-33.

Aided.			Unaided.						
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	Grand total of Scholars on roll. (16)	Grand total of average attendance. (17)	Grand total of residents in approved hostels. (18)	Number of Males included in column (16). (19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
8,412	7,660	1,948	...	...	...	8,599	7,847	1,984	2,027
4,718	4,323	185	...	...	...	4,718	4,323	185	1,942
5,564	5,564	214	...	...	...	6,713	6,713	214	2,496
35,463	35,392	414	...	...	...	36,152	36,081	414	12,504
54,157	52,939	2,761	...	...	...	56,182	54,964	2,797	18,969
...	...	...	...	...	...	...	...	...	...
278	266	278	...	...	...	419	407	419	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
69	46	...	...	...	...	69	46	...	...
17	16	17	...	...	...	17	16	17	...
...	...	...	...	...	...	...	...	...	...
364	328	295	...	...	...	505	469	436	...
54,521	53,267	3,056	...	...	...	56,687	55,433	3,233	18,969
...	...	...	1,580	1,580	...	1,580	1,580	...	273
54,521	53,267	3,056	1,580	1,580	...	58,267	57,013	3,233	19,242
4,78,914	474,341	25,923	196,330	196,330	...	709,654	704,552	28,632	...

IIIA.—*Expenditure on*

Expenditure on Buildings includes Rs. 70,905 spent by the
" Miscellaneous " includes the following main items :—
Hostel Charges. Examination Charges, etc.
Scholarships.
Stipends.
Travelling Allowance of Medical or Engineering Students.

	Government Institutions.					
	Government funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	...	...	...	...	...	...
Board of Secondary and Intermediate Education.	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	1,90,185	...	...	...	...	1,90,185
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	1,90,185	...	...	...	...	1,90,185
SCHOOL EDUCATION.						
GENERAL.						
High Schools	7,74,224	...	...	3,80,455	...	11,54,679
Middle Schools—						
English	1,55,178	...	...	44,014	...	1,99,192
Vernacular	32,053	...	...	1,719	...	33,772
Primary Schools	22,908	...	...	...	...	22,908
Totals ...	9,84,363	...	...	4,26,188	...	14,10,551
SPECIAL.						
Arts Schools	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	63,116	...	...	7,509	...	70,625
Normal and Training Schools ...	1,44,983	...	...	...	...	1,44,983
Engineering and Surveying Schools	1,94,640	...	...	3,091	...	1,97,731
Technical and Industrial Schools ...	29,502	...	...	...	...	29,502
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	23,322	...	...	...	...	23,322
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Forest Schools	7,280	...	...	...	...	7,280
Veterinary Schools	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	4,62,843	...	...	10,600	...	4,73,443
GRAND TOTALS ...	16,37,391	...	...	4,36,788	...	20,74,179

Education for Males in Burma Proper, 1932-33.

Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Government funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Government funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	9,51,456	...
...	...	...	...	...	...	554	...
...	...	...	...	...	...	46,147	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	.
...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	9,98,157	...
...	43,303	67,740	3,849	...	1,14,892	6,66,708	2,10,160
...	...	...	...	...	...	3,05,668	...
...	2,10,350	1,37,686	13,526	...	3,61,562	5,725	10,57,486
...	20,372	12,584	1,419	...	34,375	15,005	15,41,020
...	2,74,025	2,18,010	18,794	...	5,10,829	9,93,106	28,08,666
...	...	...	...	...	...	212	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	9,683	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	6,620	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	30,159	. .
...	...	...	...	...	...	46,674	...
...	2,74,025	2,18,010	18,794	...	5,10,829	20,37,937	28,08,666

IIIA.—*Expenditure on Education for Males in Burma Proper*—concld.

Expenditure on Buildings includes Rs. 70,905 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel Charges. Examination Charges, etc.

Scholarships.

Stipends.

Travelling Allowance of Medical and Engineering Students.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds. (15)	Fees. (16)	Other sources. (17)	Total. (18)	Fees. (19)	Other sources. (20)	Total. (21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Universities	...	2,76,552	3,23,253	15,51,261	...	...	...
Board of Secondary and Intermediate Education.	...	...	...	554	...	...	...
Arts Colleges	...	14,085	...	60,232	...	...	...
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	2,90,637	3,23,253	16,12,047	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	1,25,135	8,46,005	6,36,497	24,84,505	...	...	...
Middle Schools—							
English	...	3,22,128	3,22,882	9,50,678	...	...	...
Vernacular	4,04,735	13,297	10,556	14,91,799	...	...	...
Primary Schools	4,39,718	30,278	45,600	20,71,621	...	...	...
Totals ...	9,69,588	12,11,708	10,15,535	69,98,603	...	...	...
SPECIAL.							
Arts Schools	...	...	...	212	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	3,550	13,233	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	5,029	3,898	8,927	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	1,217	17,552	25,389	...	...	...
Schools for Adults	...	3,747	18,752	22,499	...	...	...
Forest Schools	...	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	30,159	...	...	...
Totals ...	...	9,993	43,752	1,00,419	...	...	...
GRAND TOTALS ...	9,69,588	15,12,338	13,82,540	87,11,069	...	...	...

	Total Expenditure from					
	Government funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	2,13,872	...	...	...	...	2,13,872
Inspection ...	7,46,017	...	...	...	...	7,46,017
Building, etc. ...	2,37,178	8,386	7,622	...	1,01,301	3,54,487
Miscellaneous ...	4,99,899	1,72,054	33,966	6,93,234	2,67,205	16,66,358
Totals ...	16,96,966	1,80,440	41,588	6,93,234	3,68,506	29,80,734
	9,51,456	...	...	2,76,552	3,23,253	15,51,261
	554	...	...	...	...	554
	46,147	...	...	14,085	...	60,232
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	1,90,185	...	...	...	...	1,90,185
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	11,88,342	...	...	2,90,637	3,23,253	18,02,232
	14,40,932	2,53,463	1,92,875	12,30,309	6,36,497	37,54,076
	4,60,846	...	...	3,66,142	3,22,882	11,49,870
	37,778	12,67,836	5,42,421	28,542	10,556	18,87,133
	37,913	15,61,392	4,52,302	31,697	45,000	21,28,904
	19,77,469	30,82,691	11,87,598	16,56,690	10,15,535	89,19,983
	212	...	...	...	...	212
	...	...	...	...	...	...
	63,116	...	...	7,509	...	70,625
	1,54,666	...	...	...	3,550	1,58,216
	1,94,640	...	...	3,091	...	1,97,731
	29,502	...	...	...	...	29,502
	...	...	...	5,029	3,898	8,927
	...	...	...	...	...	...
	23,322	...	...	...	...	23,322
	6,620	...	...	1,217	17,552	25,389
	...	...	...	3,747	18,752	22,499
	7,280	...	...	...	...	7,280
	...	...	...	...	...	...
	30,159	...	...	...	...	30,159
	5,09,517	...	...	20,593	43,752	5,73,862
	53,72,294	32,63,131	12,29,186	26,61,154	17,51,046	1,42,76,811

IIIB.—*Expenditure on Education*

Expenditure on Buildings includes Rs. Nil spent by the

"Miscellaneous" includes the following main items :—

Hostel Charges.
Scholarships.
Stipends.
Travelling Allowance of Medical Students.

	Government Institutions.					
	Government funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	...	...	...	...	...	...
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	476	...	...	...	...	476
Totals ...	476	...	...	...	...	476
SPECIAL.						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	33,029	...	...	...	...	33,029
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	33,029	...	...	...	...	33,029
Grand Totals for Females ...	33,505	...	..	...	...	33,505
Grand Totals for Males ...	16,37,391	...	...	4,36,788	...	20,74,179
GRAND TOTALS FOR ALL ...	16,70,896	...	...	4,36,788	...	21,07,684

for Females in Burma Proper, 1932-33.

Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	District funds.
(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	18,790	...	...	18,790	2,26,010	1,660
...	...	...	...	...	...	1,22,778	...
...	13,084	26,978	1,840	...	41,902	7,160	33,728
...	3,000	3,383	128	...	6,511	14,505	1,34,550
...	16,084	49,151	1,968	...	67,203	3,70,453	1,69,938
...	...	...	...	...	...	...	...
...	...	...	...	...	...	27,590	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,150	...
...	...	...	...	...	...	5,450	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	36,190	...
...	16,084	49,151	1,968	...	67,203	4,06,643	1,69,938
...	2,74,025	2,18,010	18,794	...	5,10,829	20,37,937	28,08,666
...	2,90,109	2,67,161	20,762	...	5,78,032	24,44,580	29,78,604

IIIB.—*Expenditure on Education for Females in Burma Proper*, 1932-33—concld.

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel Charges.

Scholarships.

Stipends.

Travelling Allowance of Medical Students.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	(17)	(18)	(19)	(20)	(21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	3,892	2,09,946	2,19,634	6,61,142	...	...	...
Middle Schools—							
English	...	1,09,053	1,20,375	3,52,206	...	...	...
Vernacular	20,013	4,024	2,906	67,831	...	...	...
Primary Schools	28,191	27,672	40,202	2,45,120	...	...	...
Totals ...	52,096	3,50,695	3,83,117	13,26,299	...	...	...
SPECIAL.							
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	13,795	41,385	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	3,150	6,300	...	...	...
Schools for Adults	...	...	5,450	10,900	...	...	...
Other Schools	...	...	...	...	...	...	...
Totals ...	...	...	22,395	58,585	...	...	...
Grand Totals for Females ...	52,096	3,50,695	4,05,512	13,84,884	...	...	...
Grand Totals for Males ...	9,69,588	15,12,338	13,82,540	87,11,069	...	...	...
GRAND TOTALS FOR ALL ...	10,21,684	18,63,033	17,88,052	1,00,95,953	...	...	...

	Total Expenditure from					Total.
	Government funds. (22)	Board funds. (23)	Municipal funds. (24)	Fees. (25)	Other sources. (26)	(27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ...	36,810	...	...	...	...	36,810
Building, etc. ...	43,525	100	369	...	43,525	87,519
Miscellaneous ...	1,66,633	2,133	968	2,90,241	43,860	5,03,835
Total ...	2,46,968	2,233	1,337	2,90,241	87,385	6,28,164
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	2,26,010	1,660	22,682	2,09,946	2,19,634	6,79,932
	1,22,778	...	...	1,09,053	1,20,375	3,52,206
	7,160	46,812	46,991	5,864	2,906	1,09,733
	14,981	1,37,550	31,574	27,800	40,202	2,52,107
	3,70,929	1,86,022	1,01,247	3,52,663	3,83,117	13,93,978
	...	...	...	...	...	...
	60,619	...	...	...	13,795	74,414
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	3,150	...	...	...	3,150	6,300
	5,450	...	...	...	5,450	10,900
	...	...	...	...	...	...
	69,219	...	...	...	22,395	91,614
	6,87,116	1,88,255	1,02,584	6,42,904	4,92,897	21,13,756
	53,72,294	32,63,131	12,29,186	26,61,154	17,51,046	1,42,76,811
	60,59,410	34,51,386	13,31,770	33,04,058	22,43,943	1,63,90,567

IV-A.—*Race or Creed of Male Scholars receiving General Education in Burma Proper*, 1932-33.

	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus. Higher Castes. (3)	Hindus. Backward Classes. (4)	Mohamedans. (5)	Buddhists. (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
Total of population	17,100	137,694	406,598		358,472	5,474,669	258	6,618	286,822	6,688,231	
School Education.											
Primary—Classes											
I	950	8,752	2,904	1,252	8,666	118,674	31	114	139	141,482	108,672
II	350	2,682	1,066	345	2,717	36,246	30	63	63	43,562	31,692
III	309	2,229	902	261	2,136	28,066	7	67	149	34,126	23,545
IV	284	1,816	752	207	1,564	21,870	2	51	58	26,604	17,696
Middle—											
V	275	1,003	500	73	801	9,366	2	45	88	12,153	5,752
VI	288	831	420	71	648	7,908	3	41	46	10,256	4,671
VII	276	772	403	49	627	8,583	1	36	38	10,785	5,165
High—											
VIII	218	408	280	18	255	3,226	6	30	14	4,455	1,531
IX	94	275	181	12	142	2,459	...	24	9	3,196	1,275
X	131	282	150	15	168	1,921	5	19	7	2,698	661
Totals ...	3,175	19,050	7,558	2,303	17,724	238,319	87	490	611	289,317	200,660
University and Intermediate Education.											
Intermediate classes											
1st year	24	65	64	1	25	212	2	2	20	415	100
2nd year	25	54	60	...	24	253	1	6	35	458	117
Degree classes—											
1st year	8	24	19	...	7	91	1	2	7	159	25
2nd year	4	25	21	...	10	110	1	2	12	185	46
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes—											
1st year	2	2	5	...	2	12	1	...	1	25	2
2nd year	...	...	3	...	...	2	...	...	...	5	1
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals ...	63	170	172	1	68	680	6	12	75	1,247	291
Number of scholars in recognized institutions.	3,238	19,220	7,730	2,304	17,792	238,999	93	502	686	290,564	200,951
Number of scholars in unrecognized institutions.	5	810	768	100	4,192	181,870	...	25	...	187,770	8,246
GRAND TOTALS ...	3,243	20,030	8,498	2,404	21,984	420,869	93	527	686	478,334	209,197

IV-B.—*Race or Creed of Female Scholars receiving General Education in Burma Proper*, 1932-33.

—	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus. Higher Castes. (3)	Hindus. Backward Classes. (4)	Mohamedans. (5)	Buddhists. (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
Total of population	12,578	132,104	137,319		218,899	5,656,013	161	2,572	254,171	6,413,817	
School Education.											
Primary—Classes											
I	1,027	8,282	1,339	493	5,150	111,300	59	22	128	127,800	99,300
II	353	2,255	372	92	1,079	27,562	11	7	6	31,737	24,197
III	316	1,820	275	62	647	17,009	6	8	6	20,149	14,787
IV	299	1,426	197	34	334	9,251	12	6	62	11,621	7,994
Middle—											
V	266	709	97	6	111	2,457	8	2	20	3,676	1,851
VI	241	610	61	2	80	1,678	4	2	13	2,691	1,272
VII	198	711	59	2	47	1,810	6	1	7	2,841	1,138
High—											
VIII	160	263	34	1	17	532	2	3	5	1,017	272
IX	73	176	13	...	14	402	3	2	5	688	214
X	56	123	13	...	10	213	2	...	1	418	78
Totals ...	2,989	16,375	2,460	692	7,489	172,214	113	53	253	202,638	151,103
University and Intermediate Education.											
Intermediate classes											
1st year	13	30	6	...	1	29	...	1	7	87	20
2nd year	9	21	3	...	2	30	1	1	8	75	23
Degree classes—											
1st year	5	7	4	...	...	6	...	...	3	25	4
2nd year	6	11	2	...	2	11	...	...	1	33	5
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes—											
1st year	4	1	...	...	...	2	...	...	...	7	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals ...	37	70	15	...	5	78	1	2	19	227	52
Number of scholars in recognized institutions.	3,026	16,445	2,475	692	7,494	172,292	114	55	272	202,865	151,155
Number of scholars in unrecognized institutions.	4	689	222	15	1,603	6,027	...	...	...	8,560	132,133
GRAND TOTALS ...	3,030	17,134	2,697	707	9,097	178,319	114	55	272	211,425	283,288

V-A.—*Race or Creed of Male Scholars receiving Vocational and Special Education in Burma Proper*, 1932-33.

—	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus.		Mohamedans. (5)	Buddhists. (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
			Higher Castes. (3)	Backward Classes. (4)							
Schools Education.											
Arts Schools ...	5	...	...	...	2	24	...	...	...	31	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	2	14	39	...	8	44	...	5	4	116	...
Normal and Training Schools.	...	107	11	3	26	528	...	...	...	675	426
Technical and Industrial Schools.	...	...	...	...	...	24	...	...	...	24	...
Engineering and Survey Schools.	17	3	28	2	2	110	2	11	6	181	...
Veterinary Schools	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	18	45	46	...	44	281	...	...	..	434	26
Agricultural Schools	...	...	...	...	...	...	...	...	..	...	...
Reformatory Schools	1	1	...	13	24	351	...	...	30	420	251
Schools for Defectives	1	19	1	...	...	13	...	1	4	39	25
Schools for Adults ...	...	30	780	148	672	336	69	21	...	2,056	423
Forest Schools ...	1	16	...	...	...	51	...	...	...	68	...
Other Schools ...	...	...	...	...	...	14,245	...	...	...	14,245	7,182
Totals ...	45	235	905	166	778	16,007	71	38	44	18,289	8,333
University and Intermediate Education.											
Law ...	...	9	14	...	5	43	1	2	7	81	10
Medicine ..	4	5	29	...	5	14	5	4	7	73	53
Education ...	1	5	5	...	38	...	...	...	...	49	43
Engineering ...	6	3	14	...	5	7	...	2	2	39	3
Agriculture ...	...	...	...	...	...	17	...	...	1	18	...
Commerce ...	...	...	..	...	...	...	...	...	...	...	...
Forestry ...	...	6	...	...	1	3	...	...	...	10	1
Veterinary Science...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	11	28	62	...	54	84	6	8	17	270	110
GRAND TOTALS ...	56	263	967	166	832	16,091	77	46	61	18,559	8,443

V-B.—*Race or Creed of Female Scholars receiving Vocational and Special Education in Burma Proper, 1932-33.*

	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus. Higher Castes. (3)	Hindus. Backward Classes. (4)	Mohamedans. (5)	Buddhists. (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
Schools Education.											
Arts Schools ...	3	...	...	...	...	3	...	...	...	6	...
Medical Schools ...	3	4	3	...	1	9	...	...	2	22	...
Normal and Training Schools.	51	174	4	...	13	327	...	...	1	570	354
Technical and Industrial Schools.	...	2	...	...	...	15	...	...	...	17	...
Commercial Schools	36	9	...	...	1	15	...	...	...	61	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	1	15	1	1	2	9	...	...	...	29	20
Schools for Adults ...	...	9	47	...	9	13	3	...	...	81	...
Other Schools ...	...	...	...	...	...	493	...	...	...	493	...
Totals ...	94	213	55	1	26	884	3	...	3	1,279	374
University and Intermediate Education.											
Law ...	...	...	...	...	...	2	...	...	...	2	...
Medicine ...	7	1	1	...	...	2	...	...	3	14	9
Education ...	9	13	2	...	16	1	...	...	...	41	23
Totals ...	16	14	3	...	16	5	...	...	3	57	32
GRAND TOTALS ...	110	227	58	1	42	889	3	...	6	1,336	406

VI-A.—*Men Teachers (Burma Proper)*, 1932-33.

Class of Institutions.	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree. (1)	Passed Matriculation or School Final. (2)	Passed Middle School. (3)	Passed Primary School. (4)	Lower Qualifications (5)	Certificated. (6)	Uncertificated (7)	Certificated. (8)	Uncertificated (9)	(10)	(11)	(12)
Primary Schools.												
Government ...	...	...	1	5	...	...	...	1	2	6	3	9
Local Board or Municipal.	...	...	15	42	1	...	...	14	11	58	25	83
Aided ...	...	14	454	3,012	404	10	11	752	996	3,884	1,769	5,653
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	14	470	3,059	405	10	11	767	1,009	3,948	1,797	5,745
Middle Schools.												
Government ...	...	1	13	...	...	...	...	...	...	14	...	14
Local Board or Municipal.	...	5	127	94	2	...	...	43	27	228	70	298
Aided ...	14	197	655	932	90	20	16	535	352	1,888	923	2,811
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	14	203	795	1,026	92	20	16	578	379	2,130	993	3,123
High Schools.												
Government ...	96	200	68	5	6	9	92	29	11	375	141	516
Local Board or Municipal.	...	7	40	26	...	...	...	33	5	73	38	111
Aided ...	98	272	268	178	16	34	82	252	178	832	546	1,378
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	194	479	376	209	22	43	174	314	194	1,280	725	2,005
GRAND TOTALS ...	208	696	1,641	4,294	519	73	201	1,659	1,582	7,358	3,515	10,873

VI-B.—*Women Teachers (Burma Proper)*, 1932-33.

—	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)		(3)	4	(5)	(	(7)	(8)	(9)	10)	(11	(12
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	6	37	4	...	...	2	2	47	4	51
Aided ...	...	15	146	912	193	1	1	66	127	1,266	195	1,461
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	15	152	949	197	1	1	68	129	1,313	199	1,512
Middle Schools.												
Government ...	...	...	7	...	...	...	...	...	...	7	...	7
Local Board or Municipal.	...	4	37	70	5	...	...	12	8	116	20	136
Aided ...	5	160	288	464	42	1	5	73	58	959	137	1,096
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	5	164	332	534	47	1	5	85	66	1,082	157	1,239
High Schools.												
Government ...	11	42	20	1	...	...	2	4	...	74	6	80
Local Board or Municipal.	...	...	16	42	2	...	...	3	...	60	3	63
Aided ...	35	275	206	90	11	7	22	36	48	617	113	730
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	46	317	242	133	13	7	24	43	48	751	122	873
GRAND TOTALS ...	51	496	726	1,616	257	9	30	196	243	3,146	478	3,624

VII.—*European Education*, 1932-33.

European and Anglo-Indian population. { Males ... 17,769 / Females 13,082 } Total ... 30,851

Percentage to European and Anglo-Indian population of those at Schools. Males 32·5. Females. 35·5 Total, 33·8.

—	Institutions. (1)	Scholars on roll on March 31st. (2)	Number of females in Institutions for males and *vice versa*. (3)	Number of Non-Europeans on roll. (4)	Teachers. Trained. (5)	Teachers. Untrained. (6)	Expenditure from Government Funds. (7)	Expenditure from Local Funds.* (8)	Expenditure from Fees. (9)	Expenditure from Other sources. (10)	Total Expenditure. (11)
INSTITUTIONS FOR MALES.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	6	3,101	29	1,537	87	72	1,37,783	...	1,21,234	98,900	3,57,917
Middle Schools	4	1,135	319	482	36	9	17,173	...	20,286	16,610	54,069
Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Training Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...
Totals ...	10	4,236	348	2,019	123	81	1,54,956	...	1,41,520	1,15,510	4,11,986
INSTITUTIONS FOR FEMALES.											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges	...	...	...	...	...	...	...	...	...	...	...
High Schools	12	3,943	983	1,341	135	28	1,15,705	...	95,952	1,11,970	3,23,627
Middle Schools	8	1,711	677	885	63	6	39,420	...	30,419	38,340	1,08,179
Primary Schools	4	477	227	260	9	10	11,600	...	7,344	11,600	30,544
Training Schools	2	51	...	7	4	..	6,020	...	...	6,020	12,040
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools.	..		...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...
Totals ...	26	6,182	1,887	2,493	211	44	1,72,745	...	1,33,715	1,67,930	4,74,390
GRAND TOTALS	36	10,418	...	4,512	334	125	3,27,701	...	2,75,235	2,83,440	8,86,376
Expenditure on Buildings includes Rs. 1,095 spent by the P.W.D.		Inspection ...					...	...	...	...	...
		Buildings, etc. ...					44,696	...	...	43,601	88,297
"Miscellaneous" includes the following main items—		Miscellaneous ...					47,117	...	55,403	35,945	1,38,465
Hostel charges											
Orphan stipends		Totals ...					91,813	...	55,403	79,546	2,26,762
Grants to poor scholars		GRAND TOTALS					4,19,514	...	3,30,638	3,62,986	11,13,138

* Include both District Boards and Municipal Funds.

VIII.—*Examination Results in Burma Proper*, 1932-33.

Examinations.	Males.						Females.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.	Private.	Total.
	(1)	(2)		(4)	(5)	(6)	(7)	(8)		(10)	(11)	(2)
DEGREE EXAMINATION.												
Arts and Science.												
D.Litt.	...	...	...	...	...	...	..	...	...	...	...	...
Ph.D.	...	...	...	...	...	...	...	...	...	...	...	...
D.Sc.	...	...	...	...	...	...	...	...	...	...	...	...
M.A.	...	1	..	1	1	...	1	...	...	...	...	...	...
M.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...
B.A. (Honours)	...	9	...	9	9	...	9	5	...	5	5	...	5
B.Sc. (Honours)	...	16	...	16	16	...	16	2	...	2	2	...	2
B.A. (Pass)	...	125	...	125	53	...	53	25	...	25	17	...	17
B.Sc. (Pass)	...	51	...	51	22	...	22	1	...	1	1	...	1
Law.												
Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law	...	47	...	47	27	...	27	2	...	2	2	...	2
Medicine.												
M.D.	...	...	...	...	...	...	...	...	...	...	...	...	...
M.B.B.S.	...	...	...	...	...	...	...	...	...	...	...	...	...
L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...
M.C.P.& S.	...	...	...	...	...	...	...	...	...	...	...	...	...
M.S.F.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...	...
M.S.	...	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstitrics	...	...	...	...	...	...	...	...	...	...	...	...	...
B.Hyg.	...	...	...	...	...	...	...	...	...	...	...	...	...
D.P.H.	...	...	...	...	...	...	...	...	...	...	...	...	...
D.O.	...	...	...	...	...	...	...	...	...	...	...	...	...
B.Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...	...	...
D.T.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering.												
Bachelor of C.E.	...	...	...	..	...	...	...	...	...	...	...	...	...
Bachelor of M.E.	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Mining and Metallurgy.		...	...	...	...	...	...	...	...	...	...	..	...
Education.												
B.E., B.T. & L.T.	...	19	...	19	13	...	13	6	...	6	6	...	6
Commerce.												
Master of Commerce	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Commerce	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture.												
Master of Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...

* Appearing from recognized institutions.

VIII.—*Examination Results*

Examinations.	Males. Number of Examinees. Public.* (1)	Private. (2)	Total. (3)
Intermediate Examinations.			
Intermediate of Arts	481	...	481
Intermediate of Science			
Licentiate of Civil Engineering	...	...	...
Licence, Diploma or Certificate in Teaching ...	7	...	7
Intermediate or Diploma in Commerce ...	...	...	...
Licentiate of Agriculture	...	...	...
Veterinary Examination	...	...	...
School Examinations.			
(*a*) On completion of High School Course—			
Matriculation	...	...	...
High School Final (A.-V.), etc.	2,336	148	2,484
European High School	187	2	189
Cambridge Senior	...	...	...
Vernacular IX Standard (High)	1,058	448	1,506
(*b*) On completion of Middle School Course—			
Cambridge Junior	...	...	...
European Middle	430	...	430
Anglo-Vernacular Middle	4,945	...	4,945
Vernacular Middle	4,210	130	4,340
(*c*) On completion of Primary Course—			
Upper Primary	21,514	...	21,514
Lower Primary	34,684	...	34,684
(*d*) On completion of Vocational Course—			
For Teacher's Certificate	...	...	...
Vernacular, High	45	55	100
Vernacular, Lower	...	...	...
At Arts Schools	...	...	...
At Law Schools	...	...	...
At Medical Schools	...	...	...
At Engineering and Surveying Schools ...	...	...	...
At Technical and Industrial Schools ..	...	...	...
At Commercial Schools	...	...	...
At Agricultural Schools	...	...	...
At Other Schools	...	...	...

* Appearing from

in Burma Proper, 1932-33.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public. (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)
214	...	214	79	...	79	30	...	30
...	...	...	...	...	...	...	...	...
4	...	4	2	...	2	2	...	2
..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
797	12	809	323	5	328	124	...	124
92	...	92	75	1	76	55	1	56
...	...	...	...	...	...	...	...	...
421	102	523	214	94	308	99	20	119
...	...	...	...	...	...	...	...	...
294	...	294	241	...	241	188	...	188
3,204	...	3,204	925	...	925	642	...	642
1,435	19	1,454	1,291	51	1,342	399	12	411
15,058	..	15,058	8,907	...	8,907	6,095	...	6,095
27,288	...	27,288	25,701	...	25,701	19,759	...	19,759
...	...	...	...	...	...	...	...	...
19	19	38	3	3	6	1	...	1
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

recognized institutions.

IX.—*Statistics of Educational Institutions*

Type of Institutions.	Number of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—RECOGNIZED INSTITUTIONS.						
For Males.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	1	267	27	4,547	72	11,504
Middle Schools	6	672	216	27,540	553	61,134
Primary Schools	29	1,405	712	50,081	2,876	165,783
Training Schools	7	125	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	395	6,218
Totals ...	43	2,469	955	82,168	3,896	244,639
For Females.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	2	376
Middle Schools	...	...	11	1,502	20	2,140
Primary Schools	1	35	133	5,937	488	25,690
Training Schools	3	33	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	4	68	144	7,439	510	28,206
GRAND TOTALS ...	47	2,537	1,099	89,607	4,406	272,845
UN-RECOGNIZED INSTITUTIONS.						
For Males	...	...	...	...	15,338	165,916
For Females	...	...	...	...	33	822
Totals ...	...	...	...	...	15,371	166,738
GRAND TOTALS ...	47	2,537	1,099	89,607	19,777	439,583

in Rural Areas in Burma (1932-33).

Total.		Expenditure on Institutions.					Number of Teachers.			
Institutions. (8)	Scholars. (9)	From Government Funds. (10)	From District Board Funds. (11)	From fees. (12)	Other sources. (13)	Total Expenditure. (14)	In Government Schools. (15)	In District Board Schools. (16)	In Private Schools. (17)	Total. (18)
		Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
100	16,318	4,47,687	3,21,432	26,210	15,544	8,10,873	15	146	381	542
775	89,346	6,67,233	4,79,615	1,11,672	1,10,192	13,68,712	11	876	1,968	2,855
3,617	217,269	16,234	7,30,730	4,782	12,388	7,64,134	52	966	4,037	5,055
7	125	29,236	...	...	...	29,236	7	...	...	7
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
395	6,218	3,075	...	...	...	3,075	...	...	421	421
4,894	329,276	11,63,465	15,31,777	1,42,664	1,38,124	29,76,030	85	1,988	6,807	8,880
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
2	376	...	1,660	...	...	1,660	...	...	9	9
31	3,642	648	12,961	...	278	13,887	...	41	62	103
622	31,662	648	81,482	381	995	83,506	1	160	160	321
3	33	3,714	...	...	...	3,714	3	...	...	3
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
658	35,713	5,010	96,103	381	1,273	1,02,767	4	201	231	436
5,552	364,989	11,68,475	16,27,880	1,43,045	1,39,397	30,78,797	89	2,189	7,038	9,316
15,338	165,916									
33	822									
15,371	166,738									
20,923	531,727									

Explanatory Notes :—

(1) Figures for urban areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

I.—*Classification of Educational Institutions in Federated Shan States, 1932-33.*

—	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions.												
Universities ...	...	...	...	...	...	...	...	...	...	...	...	...
Boards of Secondary and Intermediate Examinations.	...	...	...	...	...	...	...	...	...	...	...	...
Colleges—												
Arts and Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade College.	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	1	...	...	1	...	2	...	...	...	...	...	...
Middle Schools {English...	6	...	...	...	...	6	...	...	...	4	...	4
Middle Schools {Vernacular	...	...	...	31	...	31	...	...	...	3	...	3
Primary Schools ...	...	...	...	128	...	128	...	...	...	14	...	14
Totals ...	7	...	...	160	...	167	...	...	...	21	...	21

I.—*Classification of Educational Institutions in Federated Shan States, 1932-33*—concld.

—	For Males.						For Females.					
	Government. (1)	District Board. (2)	Municipal Board. (3)	Aided. (4)	Unaided. (5)	Total. (6)	Government. (7)	District Board. (8)	Municipal Board. (9)	Aided. (10)	Unaided. (11)	Total. (12)
Recognized Institutions—concld.												
Special Schools—												
Arts ...	...	...	...	...	...	...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Forest ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...	...
Medical ...	...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial	...	...	...	...	...	...	...	...	...	...	...	...
Commercial ...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	4	...	4	...	...	...	...	...	...
Totals ...	...	...	...	4	...	4	...	...	...	...	...	...
Totals for Recognized Institutions.	7	...	...	164	...	171	...	...	...	21	...	21
Totals for Unrecognized Institutions.	...	...	...	...	171	171	...	...	...	...	2	2
GRAND TOTALS ...	7	...	...	164	171	342	...	...	...	21	2	23

IIA.—*Distribution of Scholars attending Educational*

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	82	78	82	...	...	...	...	...	..
In Middle Schools { English ...	673	647	123	...	...	...	...	...	...
In Middle Schools { Vernacular	...	...	...	...	..	...	...	...	...
In Primary Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	755	725	205	...	...	...	...	...	...
In Arts Schools	...	...	...	...	...	...	...	...	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Forest Schools ...	...	...	...	...	...	...	...	...	...
In Veterinary Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	...	...	...	...	...	...	...	...	...
In Engineering Schools ...	...	...	...	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Totals for Recognized Institutions ...	755	725	205	...	...	...	...	...	...
In Unrecognized Institutions	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for males.	755	725	205	...	...	...	...	...	...

Institutions for Males in Federated Shan States, 1932-33.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
319	284	43	...	...	...	401	362	125	20
...	...	...	...	...	...	673	647	123	97
3,241	3,241	897	...	...	...	3,241	3,241	897	1,049
5,353	5,353	207	...	...	...	5,353	5,353	207	1,889
8,913	8,878	1,147	...	...	...	9,668	9,603	1,352	3,055
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
137	137	137	...	...	...	137	137	137	9
137	137	137	...	...	...	137	137	137	9
9,050	9,015	1,284	...	...	...	9,805	9,740	1,489	3,064
...	...	...	7,581	7,581	...	7,581	7,581	...	26
9,050	9,015	1,284	7,581	7,581	...	17,386	17,321	1,489	3,090

IIB.—*Distribution of Scholars attending Educational*

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	No. of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	No. of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	No. of residents in approved hostels. (9)
READING									
IN RECOGNIZED INSTITUTIONS.									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Schools and Special Education.									
In High Schools ...	...	...	...	...	...	...	...	...	...
In Middle Schools. English ...	...	...	...	...	...	...	...	...	...
In Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...
In Primary Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	...	...	...	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
Totals for Recognized Institutions.	...	...	...	...	...	...	...	...	...
In Unrecognized Institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for Females.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, all Institutions for Males and Females.	755	725	205	...	...	...	...	...	...

Institutions for Females in Federated Shan States, 1932-33.

Aided.			Unaided.			Grand total of Scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Males included in column (16).
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	No. of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	No. of residents in approved hostels. (15)	(16)	(17)	(18)	(19)
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
552	518	125	...	...	...	552	518	125	208
405	405	157	...	...	...	405	405	157	147
778	778	...	...	...	...	778	778	...	228
1,735	1,701	282	...	...	...	1,735	1,701	282	583
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1,735	1,701	282	...	...	...	1,735	1,701	282	583
...	...	...	59	59	...	59	59	...	...
1,735	1,701	282	59	59	...	1,794	1,760	282	583
10,785	10,716	1,566	7,640	7,640	...	19,180	19,081	1,771	...

IIIA.—*Expenditure on*

Expenditure on Building includes Rs. Nil spent

"Miscellaneous" includes the following main items :—

Hostel Charges.
Scholarships.
Stipends, etc.

	Government Institutions.					
	Federation funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4	Other sources. (5)	Total. (6)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
High Schools	57,024	...	...	...	...	57,024
Middle Schools—						
English	53,135	...	...	11,169	...	64,304
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	1,10,159	..	...	11,169	...	1,21,328
SPECIAL SCHOOLS.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
GRAND TOTALS ...	1,10,159	...	...	11,169	...	1,21,328

Education for Males in Federated Shan States, 1932-33.

by the Public Works Department on Educational Buildings.

District Board and Municipal Institutions						Aided Institutions.	
Federation funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Federation funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...
...	...	...	...	..	...	...	...
..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	7,871	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	55,439	...
...	...	...	...	...	...	51,615	...
...	...	...	...	...	...	1,14,925	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,14,925	...

IIIA.—*Expenditure on Education for Males in Federated Shan States, 1932-33—concld.*

Expenditure on Building includes Rs. Nil spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

Hostel Charges.

Scholarships.

Stipends, etc.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	17)	(18)	(19)	(20)	(21)
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	..	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
SCHOOL EDUCATION.							
High Schools	...	16,177	4,162	28,210	...	...	...
Middle Schools—							
English	...	...	...	...	...	...	...
Vernacular	...	1,553	10,777	67,769	...	...	...
Primary Schools	...	...	10,777	62,392	...	...	...
Totals ...	...	17,730	25,716	1,58,371	...	...	...
SPECIAL SCHOOLS							
Medical Schools	...	...	...	..	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	..	...	...	..
Other Schools	...	...	...	...	...	...	...
Veterinary Schools ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	17,730	25,716	1,58,371	...	...	...

	Total expenditure from					
	Federation funds. (22)	Board funds. (23	Municipal funds. (24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	22,478	...	...	...	...	22,478
Inspection ...	21,127	...	...	...	...	21,127
Building, etc. ...	432	...	...	...	432	864
Miscellaneous ...	12,948	...	...	28,917	38,342	80,207
Totals ...	56,985	...	...	28,917	38,774	1,24,676
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	64,895	...	...	16,177	4,162	85,234
	53,135	...	...	11,169	...	64,304
	55,439	...	...	1,553	10,777	67,769
	51,615	...	...	...	10,777	62,392
	2,25,084	...	...	28,899	25,716	2,79,699
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	2,82,069	...	...	57,816	64,490	4,04,375

IIIB.—*Expenditure on Education for*

Expenditure on Building includes Rs. Nil spent

" Miscellaneous " includes the following main items :—

Hostel Charges.
Scholarships.
Stipends, etc.

	Government Institutions.					
	Federation / funds. (1)	Board funds. (2)	Municipal funds. (3)	Fees. (4)	Other sources. (5)	Total. (6)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
GENERAL.						
High Schools	...	...	...	...	...	...
Middle Schools—						
English	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SPECIAL.						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
Grand Totals for Females ...	...	...	...	...	...	...
Grand Totals for Males ...	1,10,159	...	...	11,169	...	1,21,328
GRAND TOTALS FOR ALL ...	1,10,159	...	...	11,169	...	1,21,328

Females in Federated Shan States, 1932-33.

by the Public Works Department on Educational Buildings.

District Board and Municipal Institutions.						Aided Institutions.	
Federation funds. (7)	Board funds. (8)	Municipal funds. (9)	Fees. (10)	Other sources. (11)	Total. (12)	Federation funds. (13)	Board funds. (14)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...			...	...	...	...	...
...			...	...	...	...	...
...	..		...	...	...	...	...
...	.		...	...	...	...	...
...	.		...	...	...	...	...
...			...	...	...	.	...
...		.	...	...	...	...	...
...	...		...	...	...	95,278	...
...	...		...	...	...	11,500	...
...	...		...	...	...	2,946	...
...	..		...	...	...	1,09,774	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
							...
...	...	..	...	...	...	...	...
...	...	...	...	...	...	1,09,774	...
...	...	...	...	...	...	1,14,925	...
...	...	...	...	...	...	2,24,699	...

IIIB.—*Expenditure on Education for Females in Federated Shan States*, 1932-33—concld.

Expenditure on Building includes Rs. Nil spent by the Public Works Department on Educational Buildings.

" Miscellaneous " includes the following main items :—

Hostel Charges.

Scholarships.

Stipends, etc.

	Aided Institutions—*concld.*				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	(15)	(16)	(17)	(18)	(19)	(20)	(21)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	..	...	...
Intermediate Colleges ...	...	...	...	...	...	..	...
Totals ...	...	...	...	...	..	..	...
SCHOOL EDUCATION.							
GENERAL.							
High Schools	...	..	...	...	...	...	...
Middle Schools—							
English	...	25,081	13,546	1,33,905	...	...	...
Vernacular	...	1,532	1,681	14,713	...	...	...
Primary Schools	...	...	6,413	9,409	...	...	...
Totals ...	...	26,613	21,640	1,58,027	...	...	...
SPECIAL.							
Medical Schools	...	...	...	...	...	...	...
Normal and Training Schools...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...
Grand Totals for Females ...	...	26,613	21,640	1,58,027	...	...	...
Grand Totals for Males ...	...	17,730	25,716	1,58,371	...	...	...
GRAND TOTALS FOR ALL ...	...	44,343	47,356	3,16,398	...	..	...

	Total expenditure from					
	Federation funds. (22)	Board funds. (23)	Municipal funds. 24)	Fees. (25)	Other sources. (26)	Total. (27)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ...	...	...	...	...	...	...
Building, etc. ...	105	...	...	...	105	210
Miscellaneous ...	6,474	...	...	14,458	19,170	40,102
Totals ...	6,579	...	...	14,458	19,275	40,312
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	..	...	...	...
	...	...	..	...	...	...
	...	...	...	...	...	...
	95,278	...	...	25,081	13,546	1,33,905
	11,500	...	...	1,532	1,681	14,713
	2,996	...	...	...	6,413	9,409
	1,09,774	.	...	26,613	21,640	1,58,027
	...	...	...	...	...	...
	...	...	...	...	...	...
	..	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	...	...	...	...	...	...
	1,16,353	.	...	41,071	40,915	1,98,339
	2,82,069	...	...	57,816	64,490	4,04,375
	3,98,422	...	...	98,887	1,05,405	6,02,714

IV-A.—*Race or Creed of Male Scholars receiving General Education in Federated Shan States*, 1932-33.

—	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus. Higher Castes. (3)	Hindus. Backward Classes. (4)	Muhamedans. (5)	Buddhists. (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
Total of Population	669	16,186	21,575		5,339	613,330	...	1,264	134,082	792,445	...
School Education.											
Primary—Classes											
I	1	996	170	77	126	2,647	..	4	3	4,024	3,372
II	11	236	62	...	27	655	...	3	1	995	830
III	13	191	37	3	33	482	.	2	...	761	610
IV	13	119	34	1	24	428	...		15	641	474
Middle—											
V	7	72	12	...	12	155	...	4	13	275	174
VI	7	60	5	...	5	132	..	[illegible]	20	236	142
VII	3	50	9	...	5	9[illegible]	..	4	10	176	88
High—											
VIII	2	8	2	...	3	17	...	[illegible]	...	35	7
IX	...	7	1	...	2	11	...	..	...	21	2
X	...	9	4	...	1	17	.	1	...	32	5
Totals ...	57	1,748	336	81	238	4,639	...	[illegible]	62	7,196	5,704
University and Intermediate Education.											
Intermediate classes											
1st year	...	...	...	...	...	...	...	...	...	..	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes—											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
3rd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Research students ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions.	57	1,748	336	81	238	4,639	...	35	62	7,196	5,704
Number of scholars in unrecognized institutions.	...	136	255	...	...	7,164	...	...	...	7,555	5,263
GRAND TOTALS ...	57	1,884	591	81	238	11,803	...	35	62	14,751	10,967

IV-B.—*Race or Creed of Female Scholars receiving General Education in Federated Shan States*, 1932-33.

	Europeans and Anglo-Indians (1)	Indian Christians. (2)	Hindus. Higher Castes. (3)	Hindus. Backward Classes. (4)	Muhammedans. (5)	Buddhists (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
Total of population	504	14,770	5,461		2,106	603,584	...	453	126,126	753,004	
Schools Education.											
Primary—Classes											
I	13	614	36	44	70	2,031	...	1	3	2,812	2,448
II	11	131	6	7	22	427	...	1	1	606	516
III	14	84	8	...	11	244	...	...	...	361	293
IV	8	61	3	...	8	134	...	...	1	215	171
Middle—											
V	10	20	1	...	3	41	...	...	...	75	35
VI	11	18	...	...	2	38	...	...	...	69	32
VII	7	11	1	...	...	27	...	1	1	48	25
High—											
VIII	1	5	...	...	...	4	...	1	...	11	...
IX	...	2	...	...	...	4	...	...	...	6	2
X	...	1	...	...	...	3	...	...	...	4	...
Totals ...	75	947	55	51	116	2,953	...	4	6	4,207	3,522
University and Intermediate Education.											
Intermediate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Post-Graduate classes											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
3rd year	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions.	75	947	55	51	116	2,953	...	4	6	4,207	3,522
Number of scholars in unrecognized institutions.	...	21	5	...	...	59	...	...	...	85	84
GRAND TOTALS ...	75	968	60	51	116	3,012	...	4	6	4,292	3,606

V-A.—*Race or Creed of Male Scholars receiving Vocational and Special Education in Federated Shan States*, 1932-33.

—	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus.		Muhamedans. (5)	Buddhists. (6)	Parsis. (7)	Sikhs. (8)	Others. (9)	Total. (10)	Number of pupils from rural areas. (11)
			Higher Castes. (3)	Backward Classes. (4)							
Schools Education.											
Arts Schools ...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools.	...	...	...	...	...	...	...	...	...	...	...
Engineering and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Veterinary Schools	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...
Forest Schools ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	128	...	...	...	128	110
Totals ...	...	...	...	...	...	128	...	...	...	128	110
University and Intermediate Education.											
Medical ..	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	...	...	...	...	128	...	...	...	128	110

V-B.—*Race or Creed of Female Scholars receiving Vocational and Special Education in Federated Shan States, 1932-33.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
			Higher Castes.	Backward Classes.							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Schools Education.											
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools.	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	..	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	9	...	...	...	9	...
Totals ...	...	...	...	...	...	9	...	...	...	9	...
University and Intermediate Education.											
Medicine ...	...	...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTALS ...	...	...	...	...	...	9	...	...	...	9	...

VI-A.—*Men Teachers (Federated Shan States)*, 1932-33.

Class of Institutions	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	15	71	27	...	...	11	49	113	60	173
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	15	71	27	...	...	11	49	113	60	173
Middle Schools.												
Government ...	...	12	3	...	1	1	...	1	7	16	9	25
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	4	28	44	29	...	...	5	16	105	21	126
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	16	31	44	30	1	...	6	23	121	30	151
High Schools.												
Government ...	3	1	1	...	...	...	...	3	...	5	3	8
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	3	3	...	...	...	...	...	1	6	1	7
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	3	4	4	...	...	...	...	3	1	11	4	15
Grand Totals ...	3	20	50	115	57	1	...	20	73	245	94	339

VI-B.—*Women Teachers (Federated Shan States), 1932-33.*

	Trained Teachers with the following Educational Qualifications.					Untrained Teachers				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
						Possessing a Degree.		Possessing no Degree.				
	A Degree.	Passed Matriculation or School Final.	Passed Middle School.	Passed Primary School.	Lower Qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	5	59	2	...	...	...	10	66	10	76
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	5	59	2	...	...	...	10	66	10	76
Middle Schools.												
Government ...	...	...	1	...	...	...	...	...	2	1	2	3
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	2	19	11	13	21	2	...	4	8	66	14	80
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	2	19	12	13	21	2	...	4	10	67	16	83
High Schools.												
Government ...	...	1	...	...	...	...	...	...	...	1	...	1
Local Board or Municipal.	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	1	2	2	...	...	...	...	...	...	5	...	5
Unaided ...	...	...	...	..	...	...	...	...	...	...	...	...
Totals ...	1	3	2	...	...	...	...	...	...	6	...	6
GRAND TOTALS ...	3	22	19	72	23	2	...	4	20	139	26	165

VIII.—*Examination Results in*

Examinations.	Males.		
	Number of Examinees.		
	Public. (1)	Private. (2)	Total. (3)
DEGREE EXAMINATIONS.			
Arts and Science.			
D.Litt.			
Ph.D.			
D.Sc.			
M.A.			
M.Sc.			
B.A. (Honours)			
B.Sc. (Honours)			
B.A. (Pass)			
B.Sc. (Pass)			
Law.			
Master of Law			
Bachelor of Law			
Medicine.			
M.D.			
M.B.B.S.			
L.M. & S.			
M.C.P. & S. (Bombay)			
M.S.F.M. (Calcutta)			
M.S.			
M. Obstetrics			
B. Hyg.			
D.O.			
D.P.H.			
B.Sc. (Sanitary)			
D.T.M. (Calcutta)			
Engineering.			
Bachelor of C.E.			
Bachelor of M.E.			
Bachelor of Mining and Metallurgy			
Education.			
B.E., B.T. & L.T.			
Commerce.			
Master of Commerce			
Bachelor of Commerce			
Agriculture.			
Bachelor of Agriculture			
Master of Agriculture			

Federated Shan States, 1932-33.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public. (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total. (12)

VIII.—*Examination Results.*

Examinations.	Males. Number of Examinees. Public.* (1)	Private. (2)	Total. (3)
Intermediate Examinations.			
Intermediate in Arts	...	...	...
Intermediate in Science	...	...	...
Licence, Diploma or Certificate in Teaching ...	...	...	...
Intermediate or Diploma in Commerce ...	...	...	...
Licentiate of Agriculture	...	...	...
Veterinary Examinations	...	...	...
School Examinations.			
(*a*) On completion of High School Course—			
Matriculation	...	...	...
High School Final (A.-V.), etc.	32	...	32
European High School	...	...	...
Cambridge Senior	...	...	...
Vernacular High	2	5	7
(*b*) On completion of Middle School Course—			
Cambridge Junior	...	...	...
European Middle	6	...	6
Anglo-Vernacular Middle	98	...	98
Vernacular Middle	62	3	65
(*c*) On completion of Primary Course—			
Upper Primary	533	...	533
Lower Primary	717	...	717
(*d*) On completion of Vocational Course—			
Teachers' Certificate { Vernacular Higher	...	...	...
Teachers' Certificate { Vernacular Lower	...	...	...
At Arts Schools	...	...	...
At Law Schools	...	...	...
At Medical Schools	...	...	...
At Technical and Industrial Schools ...	...	...	...
At Engineering Schools	...	...	...
At Commercial Schools	...	...	...
At Agricultural Schools	...	...	...
At other Schools	...	...	...

* Appearing from

in Federated Shan States, 1932-33—concld.

Females.								
Number Passed.			Number of Examinees.			Number Passed.		
Public. (4)	Private. (5)	Total. (6)	Public.* (7)	Private. (8)	Total. (9)	Public. (10)	Private. (11)	Total (12)
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
18	...	18	4	...	4	2	...	2
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	3	3	4	...	4	3	...	3
...	...	...	...	...	...	...	...	...
6	...	6	9	...	9	8	...	8
73	...	73	15	3	15	12	1	12
21	...	21	20	3	23	9	1	10
380	...	380	177	...	177	118	...	118
582	...	582	453	...	453	332	...	332
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

*recognized institutions.

IX.—*Statistics of Educational Institutions in*

Type of Institutions. (1)	Number of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institutions. (2)	Scholars. (3)	Institutions. (4)	Scholars. (5)	Institutions. (6)	Scholars. (7)
I.—RECOGNIZED INSTITUTIONS.						
For Males.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	6	673	...	...	25	2,474
Primary Schools	...	...	...	...	105	4,388
Training Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	3	103
Totals ...	6	673	...	...	133	6,965
For Females.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	...	...	...	...	...	...
Middle Schools	...	...	...	...	2	333
Primary Schools	...	...	...	...	14	778
Training Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	...	...	...	...	16	1,111
GRAND TOTALS ...	6	673	...	...	149	8,076
UN-RECOGNIZED INSTITUTIONS.						
For Males	...	...	...	...	667	7,338
For Females	...		...	...	2	59
Totals ...	...	...	...	...	669	7,397
GRAND TOTALS ...	6	673	...	...	818	15,473

Rural Areas in Federated Shan States (1932-33).

Total.		Expenditure on Institutions.					Number of Teachers.			
Institutions. (8)	Scholars. (9)	From Government Fund. (10)	From District Board Fund. (11)	From fees. (12)	Other sources. (13)	Total Expenditure. (14)	In Government Schools. (15)	In District Board Schools. (16)	In Private Schools. (17)	Total. (18)
		Rs.	Rs.		Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
31	3,147	1,37,368	...	10,146	13,768	1,61,282	36	...	122	158
105	4,388	95,464	...	...	20,826	1,16,290	...	...	184	184
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
3	103	...	...	...	...	...	...	...	3	3
139	7,638	2,32,832	...	10,146	34,594	2,77,572	36	...	309	345
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
2	333	10,896	...	...	...	10,896	...	...	15	15
14	778	13,092	...	...	7,757	20,849	...	...	26	26
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
16	1,111	23,988	...	...	7,757	31,745	...	...	41	41
155	8,749	2,56,820	...	10,146	42,351	3,09,317	36	...	350	386
667	7,338									
2	59									
669	7,397									
824	16,146									

Explanatory Not

(1) Figures fo Urban Areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table include statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

Supplement to the Annual Report on Public Instruction in Burma for the year 1932-33.

SUPPLEMENTARY TABLES.

No. 1.—*The following statement shows the number of Officers belonging to the various Educational Services of the Province in* 1931-32 *and* 1932-33 (Chapter II) :—

Name of Service	Number of Officers.	
	1931-32.	1932-33.
Indian Educational Service	23	23
Burma Educational Service	63	63
Subordinate Educational Service	1,131	1,070
Posts outside Indian Educational Service or Burma Educational Service.	1	1

No. 2.—*The following is a comparative statement of University Examination Results*, 1931-32 *and* 1932-33 (Chapter III).

Nature of Examinations.	1931-32.			1932-33.		
	Number presented.	Number passed.	Percentage	Number presented.	Number passed.	Percentage
Intermediate Examination of Rangoon University.	486	217	45	560	244	44
Bachelor Degree. Arts ...	141	64	45	164	84	51
Bachelor Degree. Science ...	65	33	51	70	41	59
Master of Arts Degree ...	1	1	100	1	1	100
Master of Science Degree ...	...	...	...	...	...	...
Bachelor of Law Degree ...	47	28	60	49	29	59

No. 3.—*English Secondary Schools according to management*, 1931-32 *and* 1932-33 (Chapter IV).

Schools.		Managed by Government.			Under Private Management.			Total.		
		1931-32.	1932-33.	Actual increase or decrease.	1931-32.	1932-33.	Actual increase or decrease.	1931-32.	1932-33.	Actual increase or decrease.
European Schools.	For Boys. High	1	1	...	5	5	...	6	6	...
	For Boys. Middle	...	...	...	3	4	+ 1	3	4	+ 1
	For Girls. High	...	...	...	11	12	+ 1	11	12	+ 1
	For Girls. Middle	...	...	...	8	8	...	8	8	...
Anglo-Vernacular Schools.	For Boys. High	30	31	+1	64	62	- 2	94	93	- 1
	For Boys. Middle	15	20	+5	101	92	- 9	116	112	- 4
	For Girls. High	...	...	...	12	13	+ 1	12	13	+ 1
	For Girls. Middle	...	...	...	23	22	- 1	23	22	- 1
Total ...	Boys ...	46	52	+6	173	163	-10	219	215	- 4
	Girls ...	...	...	...	54	55	+ 1	54	55	+ 1
GRAND TOTAL ...		46	52	+6	227	218	- 9	273	270	- 3

No. 4.—*Vernacular Secondary Schools according to management*, 1931-32 *and* 1932-33 (Chapter IV).

Schools.	Public Schools under Public Management.									Public Schools under Private Management, aided by Government or District or Municipal Board.			Total.		
	Government.			District Board.			Municipal Board.								
	1931-32.	1932-33.	Actual increase or decrease.	1931-32.	1932-33.	Actual increase or decrease.	1931-32.	1932-33.	Actual increase or decrease.	1931-32.	1932-33.	Actual increase or decrease.	1931-32.	1932-33.	Actual increase or decrease.
For Boys ... High ...	...	...	...	8	14	+ 6	6	8	+ 2	92	116	+24	106	138	+32
For Boys ... Middle ...	5	8	+ 3	52	48	- 4	19	18	- 1	879	843	—36	955	917	- 38
For Girls ... High ...	...	...	...	...	...	...	1	1	...	1	4	+ 3	2	5	+ 3
For Girls ... Middle ...	...	...	...	4	4	...	5	5	...	68	50	- 18	77	59	- 18
Total ... Boys ...	5	8	+ 3	60	62	+ 2	25	26	+ 1	971	959	- 12	1,061	1,055	- 6
Total ... Girls ...	...	...	...	4	4	...	6	6	...	69	54	- 15	79	64	- 15
GRAND TOTAL ...	5	8	+ 3	64	66	+ 2	31	32	+ 1	1,040	1,013	- 27	1,140	1,119	- 21

No. 5.—*Number of Pupils receiving Secondary Education*, 1931-32 *and* 1932-33 (Chapter IV).

			1931-32.	1932-33.	Actual increase or decrease.
In European Schools for Boys and Girls.	Boys ...	High stage ...	534	684	+ 150
		Middle stage ...	1,485	1,391	- 94
	Girls ...	High stage ...	306	372	+ 66
		Middle stage ...	943	914	- 29
In Anglo-Vernacular Schools for Boys and Girls.	Boys ...	High stage ...	6,542	7,593	+ 1,051
		Middle stage ...	16,842	15,079	- 1,763
	Girls ...	High stage ...	1,159	1,341	+ 182
		Middle stage ...	3,462	3,100	- 362
In Vernacular Schools for Boys and Girls.	Boys ...	High stage ...	1,603	2,160	+ 557
		Middle stage ...	18,387	17,411	- 976
	Girls ...	High stage ...	315	431	+ 116
		Middle stage ...	5,839	5,386	- 453
	Total ...	Boys ...	45,393	44,318	- 1,075
		Girls ...	12,024	11,544	- 480
	GRAND TOTAL ...		57,417	55,862	- 1,555

No. 6.—*Examinations* (Chapter IV).

Examinations.	1931-32.		1932-33.		Percentage.	
	Number presented.	Number passed.	Number presented.	Number passed.	1931-32.	1932-33.
Anglo-Vernacular High School ...	2,796	1,198	2,848	953	43	33
European High School ...	286	191	265	148	67	56
Vernacular IX Standard ...	1,583	418	1,825	648	26	36
Vernacular X Standard ...	405	104	613	284	26	46
European Middle School ...	825	576	686	496	70	72
Anglo-Vernacular Middle School ...	7,262	4,600	5,983	3,931	63	66
Vernacular Middle School (VIIth Standard).	7,447	3,900	5,770	1,896	52	33

No. 7.—*The Total Number of Schools of all Grades in which Primary Education is imparted in* 1931-32 *and* 1932-33 *was as follows :—*

		1931-32.	1932-33.	Actual increase or decrease.
Government	European	1	1	...
	Anglo-Vernacular	45	51	+ 6
	Vernacular	34	39	+ 5
	Total	80	91	+11
District Board	Anglo-Vernacular	...	...	...
	Vernacular	82	84	+ 2
Municipal Board	Anglo-Vernacular	...	...	...
	Vernacular	43	44	+ 1
	Total	125	128	+ 3
Private Management	European	31	33	+ 2
	Anglo-Vernacular	211	196	- 15
	Vernacular	5,728	5,735	+ 7
	Total	5,970	5,964	- 6
	GRAND TOTAL	6,175	6,183	+ 8

No. 8.—*The Total Number of Pupils in Primary Schools and Primary Standards of Secondary Schools of all kinds in the two years under comparison was as follows :—*

		1931-32.	1932-33.	Actual increase or decrease.
European Schools	Boys	3,470	3,700	+ 230
	Girls	3,199	3,306	+ 107
	Total	6,669	7,006	+ 337
Anglo-Vernacular Schools	Boys	20,255	18,459	- 1,796
	Girls	7,550	7,020	- 530
	Total	27,805	25,479	- 2,326
Vernacular Schools	Boys	228,970	230,036	+ 1,066
	Girls	184,110	184,975	+ 865
	Total	413,080	415,011	+ 1,931
Total	Boys	252,695	252,195	- 500
	Girls	194,859	195,301	+ 442
	GRAND TOTAL	447,554	447,496	- 58

No. 9.—*Distribution of Pupils between Monastic and Lay Schools.*

		1931-32.	1932-33.	Actual increase or decrease.
Monastic Schools	Boys	55,450	54,265	- 1,185
	Girls	22,271	21,876	- 395
	Total	77,721	76,141	- 1,580
Lay Schools	Boys	193,510	195,342	+ 1,832
	Girls	167,983	168,916	+ 933
	Total	361,493	364,258	+ 2,765
Total	Boys	248,960	249,607	+ 647
	Girls	190,254	190,792	+ 538
	GRAND TOTAL	439,214	440,399	+ 1,185

No. 10.—*The Number of Students undergoing Training in the several grades in the Anglo-Vernacular and Vernacular Normal Schools in* 1931-32 *and* 1932-33 *respectively, was as follows* :—

		1931-32.			1932-33.		
		Teacher's Certificate.	Kindergarten.	Total.*	Teacher's Certificate.	Kindergarten.	Total.†
Anglo-Vernacular	Men	...	...	...	...	...	...
	Women	...	174	174	...	156	156
	Total	...	174	174	...	156	156

* Excluding 49 Men and 42 Women training in Teachers' Training College, Rangoon.
† Excluding 49 Men and 41 Women training in Teachers' Training College, Rangoon.

		1931-32			1932-33.		
		Middle School Teacher's Certificates.	High School Teacher's Certificate.	Total.*	Middle School Teacher's Certificate.	High School Teacher's Certificate.	Total.
Vernacular	Men	460	...	460	166	45	211
	Women	186	...	186	85	3	88
	Total	646	...	646	251	48	299

* Including the pupils from Standards VIII, IX and X of Vernacular Normal Schools

No. 11.—*The following Table shows Anglo-Vernacular Examination Results :—*

		1931-32.			1932-33.		
		Presented.	Passed.	Per-centage.	Presented.	Passed.	Per-centage.
Teachers' certificate	Trained	116	Men 24, Women 25 = 49	42	50	Men 8, Women 7 = 15	30
	Untrained.	186	Men 47, Women 8 = 55	29	150	Men 36, Women 11 = 47	31·3
Total ...		302	104	34	200	62	31
Kindergarten.	Trained	138	70	51	102	55	53·92
	Untrained.	...	...	...	...	...	...
Total ...		138	70	51	102	55	53·92

The Results in the Vernacular Examination are as follows :—

		1931-32.			1932-33.		
		Presented.	Passed.	Per-centage.	Presented.	Passed.	Per-centage.
Teachers' certificate	Trained	394	Men 96, Women 61 = 157	39·8	425	Men 120, Women 66 = 186	43·7
	Untrained.	335	Men 40, Women 5 = 45	13·4	271	Men 73, Women 7 = 80	29·5
Total ...		729	202	27·7	696	266	38·2
High School Teachers' certificate	Trained	...	...	...	48	Men 19, Women 1 = 20	41·6
	Untrained.	...	...	...	58	Men 19, Women... = 19	32·76
Total ...		...	...	...	106	39	36·79

No. 12.—*The following Statement shows Attendance and Examination Results in the Government Technical Institute, Insein*, 1932-33.

	Class.	No. at beginning of session.		Left during the session.		No. remaining at the end of session.		Passes	
		1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term	1st Term.	2nd Term.
Civil Engineering.	C^5	23	22	1	...	22	22	15	17
	C^4	27	34	5	2	22	32	15	23
	C^3	26	21	...	...	26	21	24	15
	C^2	19	...	...	...	19	...	19	...
	C^1	...	...	...	...	...	...	...	...
Mechanical Engineering.	M^5	9	6	2	3	7	3	...	...
	M^4	7	6	1	1	6	5	3	5
	M^3	13	16	2	2	11	14	6	10
	M^2	17	11	2	4	15	7	12	5
	M^1	...	...	...	...	...	...	...	...

No. 13.—*The following is a comparative statement relating to Slöjd and Needlework.*

	1931-32.			1932-33.		
	Number of Schools.	Number presented.	Number passed.	Number of Schools.	Number presented.	Number passed.
Slöjd	58	14,017	8,814	52	6,379	5,299
Needlework	1,116	33,087	27,611	1,143	36,793	30,374

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No. 14.—*The following is a comparative statement of the situation in respect of*

Public Institutions.	1931-32. Institutions for Girls. Number of Institutions.	Number of Pupils.	Number of Boys.	Number of Girls.	Number of Girls in other Institutions.	Total number of Girls under Instruction.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.—COLLEGES.	...	...	...	...	242	242
Training Schools	22	511	...	511	135	646
Special Schools	2	111	1	110	639	749
II.—EUROPEAN SCHOOLS.						
Secondary Schools — High Stage ...	H.S. 11	328	22	306	...	306
Secondary Schools — Middle Stage	M.S. 8	972	92	880	63	943
Secondary Schools — Primary Stage	...	4,061	1,380	2,681	281	2,962
Primary Schools	4	445	208	237	...	237
Total ...	23	5,806	1,702	4,104	344	4,448
III.—ANGLO-VERNACULAR SCHOOLS.						
Secondary Schools — High Stage ...	H.S. 12	606	13	593	566	1,159
Secondary Schools — Middle Stage	M.S. 23	1,847	274	1,573	1,889	3,462
Secondary Schools — Primary Stage	...	5,021	1,943	3,078	4,161	7,239
Primary Schools	3	348	191	157	154	311
Total ...	38	7,822	2,421	5,401	6,770	12,171
IV.—VERNACULAR SCHOOLS.						
Secondary Schools — High Stage ...	H.S. 2	41	...	41	274	315
Secondary Schools — Middle Stage	M.S. 77	1,299	373	926	4,913	5,839
Secondary Schools — Primary Stage	...	8,021	2,996	5,025	46,600	51,625
Primary Schools	627	35,410	11,817	23,593	108,892	132,485
Total ...	706	44,771	15,186	29,585	160,679	190,264
V.—SUMMARY.						
Colleges	...	...	...	...	242	242
Training Schools	22	511	...	511	135	646
Special Schools	2	111	1	110	639	749
European Schools	23	5,806	1,702	4,104	344	4,448
Anglo-Vernacular Schools ...	38	7,822	2,421	5,401	6,770	12,171
Vernacular Schools	706	44,771	15,186	29,585	160,679	190,264
GRAND TOTAL ...	791	59,021	19,310	39,711	168,809	208,5[illegible]


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